# DOCUMENT RESUME

ED 064 426 UD 012 459

TITLE Final Report of the Evaluation of the 1970-71 Group I Guidance. New York State Urban Education.
INSTITUTION Teaching and Learning Research Corp., New York, N.Y.
SPONS AGENCY New York City Board of Education, Brooklyn, N.Y.
PUB DATE 71
NOTE 302p.

EDRS PRICE MF-$0.65 HC-$13.16
DESCRIPTORS Academic Achievement; Attendance Patterns; Compensatory Education Programs; *Guidance Programs; *Guidance Services; Parent Attitudes; *Program Evaluation; Student Adjustment; Student Attitudes; *Student Problems; Teacher Attitudes
IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA Title I; New York City

ABSTRACT

This report evaluated 17 different guidance or guidance-related projects funded under Title I of the 1965 Elementary Secondary Education Act and carried out during the 1970-71 school year throughout the five boroughs of New York City. In general, evaluation procedures included the following: (1) Numerous site visits during observations were made and recorded, and project staff members, administrators and personnel in the involved schools, and, occasionally, parents and children involved in the program were interviewed; (2) Where applicable, program records were inspected so as to get an understanding of the workload, its flow, and the efficiency of the program's operation; (3) Staff Evaluation Questionnaires were designed by the evaluation staff and collected from all project staff members; these surveyed the staff's duties, roles, and perceptions of the program's strengths, weaknesses, and needed changes; (4) Teacher Questionnaires were generally collected from a sample of the teachers of program enrollees; (5) Parent Questionnaires were widely employed; and, (6) School records were analyzed in many of the evaluations to determine the impact of the enrollee's attendance, lateness, report card grades, and standardized achievement test results. (Author/JM)

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TEACHING & LEARNING
RESEARCH CORP

# GROUP I
# GUIDANCE PROGRAMS
# 1970-71
# NEW YORK STATE URBAN EDUCATION

## Board of Education of the City of New York

| FUNCTION # | PROGRAM |
|---|---|
| 35-1-6460 | SANCTUARY CLASS, District 2 |
| 35-1-6454 | POSITIVE ALTERNATIVES, District 2 |
| 43-1-6456 | HELPING HAND, District 6 |
| 45-1-6455 | TRIPLE S, District 7 |
| 45-1-6456 | DISTRICT RESOURCE CENTER, District 7 |
| 49-1-6452 | BEHAVIOR PROBLEMS, District 9 |
| 67-1-6456 | PROJECT SUCCESS, District 18 |
| 67-1-6454 | GUIDANCE CLASS AND CENTERS, District 18 (Guidance for Elementary Schools) |
| 71-1-6452 | MALADJUSTED UNDERACHIEVERS, District 20 |
| 71-1-6456 | GUIDANCE CLASS AND CENTERS, District 20 (Guidance and Corrective Reading in J. H. S.) |
| 81-1-6452 | INCREASED SERVICES FOR EDUCATIONALLY DISADVANTAGED, District 25 |
| 85-1-6453 | OPERATION SEARCH, District 27 |
| 87-1-6452 | INCREASED SERVICES FOR EDUCATIONALLY DISADVANTAGED (Educational Advancement Center and Cultural Enrichment Program) District 25 |
| 93-1-6455 | GUIDANCE CLASS AND CENTER, District 30 |
| 95-1-6453 | GUIDANCE CLASS AND CENTER PROJECT "CIVICS" (College Vocational Guidance), District 31 |
| 95-1-6458 | DEVELOPING GROWTH POWER OF PUPILS, District 31 |
| 95-1-6455 | FAMILY LIVING AND SEX EDUCATION, District 31 |

## FINAL REPORT

UD 012459

355 LEXINGTON AVENUE / NEW YORK, NEW YORK / 10017 / 212-490-0197
212-986-9060

B. E. #35-1-6460,35-1-6454,43-1-6456,
45-1-6455,45-1-6456,49-1-6452,
67-1-6456,67-1-6454,71-1-6452,
71-1-6456,81-1-6452,87-1-6543,
87-1-6452,93-1-6455,95-1-6453,
95-1-6458,95-1-6455

# FINAL REPORT
# OF THE EVALUATION OF
# THE

# 1970-71

# GROUP I GUIDANCE

An Evaluation of a New York City school district educational project funded by the "New York State Urban Education Program" enacted at the 1969 legislative session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty" Chapter 685, Section 9, subdivision 11, laws of 1969, performed under contract with the Board of Education of the City of New York for the 1970-71 school year.)

TEACHING & LEARNING
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## TABLE OF CONTENTS

TABLE OF CONTENTS i-v

LIST OF TABLES vi-xi

EXECUTIVE SUMMARY xii-xiv

SANCTUARY CLASS 1-5

I. Program Description 1
II. Program Objectives 1
III. Evaluation Objectives 2
IV. Methods and Procedures 2
V. Results of the Evaluation 3
VI. Conclusions and Recommendations 5

POSITIVE ALTERNATIVES 6-21

I. Program Description 6
II. Program Objectives 7
III. Evaluation Objectives 7
IV. Methods and Procedures 8
V. Results of the Evaluation 10
VI. Conclusions and Recommendations 20

HELPING HAND - REACH 22-31

I. Program Description 22
II. Program Objectives 23
III. Evaluation Objectives 23
IV. Methods and Procedures 23
V. Results of the Evaluation 35
VI. Conclusions and Recommendations 31

TRIPLE S 32-37

I. Program Description 32
II. Program Objectives 33
III. Methods and Procedures 33
IV. Results of the Evaluation 34
V. Conclusions and Recommendations 36

DISTRICT CAREER RESOURCE CENTER 37-50

I. Introduction 38
II. Program Description 38
III. Program Objectives 38
IV. Evaluation Objectives 39
V. Methods and Procedures 39
VI. Results of the Evaluation 39
VII. Conclusions and Recommendations 49

ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS 51-70

I. Program Description 51
II. Program Objectives 52
III. Evaluation Objectives 52
IV. Methods and Procedures 53
V. Results of the Evaluation 55
VI. Conclusions and Recommendations 65
VII. Summary 68

GUIDANCE FOR THE ELEMENTARY SCHOOLS 71-96

I. Program Description 71
II. Program Objectives 71
III. Evaluation Objectives 71
IV. Methods and Procedures 72
V. Results of the Evaluation 72
VI. Conclusions and Recommendations 82

PROJECT SUCCESS 84-96

I. Introduction 84
II. Program Description 84
III. Program Objectives 84
IV. Evaluation Objectives 85
V. Methods and Procedures 85
VI. Results of the Evaluation 86
VII. Conclusions and Recommendations 96

INTERIM CLASS FOR MALADJUSTED UNDERACHIEVERS 97-107

I. Introduction 97
II. Program Description 97
III. Program Objectives 97
IV. Evaluation Objectives 98
V. Methods and Procedures 99
VI. Results of the Evaluation 99
VII. Conclusions and Recommendations 106

GUIDANCE AND CORRECTIVE READING 108-123

I. Program Description 108
II. Program Objectives 109
III. Evaluation Objectives 109
IV. Methods and Procedures 109
V. Results of the Evaluation 110
VI. Conclusions and Recommendations 122

SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED 124-141

I. Introduction 124
II. Program Description 125
III. Program Objectives 127
IV. Evaluation Objectives - Original 127

V. Evaluation Objectives - Revised 128
VI. Methods and Procedures 129
VII. Results of the Evaluation 130
VIII. Conclusions and Recommendations 138
IX. Summary 140

OPERATION SEARCH 142-160

I. Introduction 142
II. Program Description 142
III. Program Objectives 144
IV. Evaluation Objectives - Original 145
V. Methods and Procedures 145
VI. Evaluation Objectives - Revised 147
VII. Results of the Evaluation 147
VIII. Conclusions and Recommendations 157
IX. Summary 159

EDUCATIONAL ADVANCEMENT CENTER AND CULTURAL ENRICHMENT PROGRAM 161-176

I. Introduction 161
II. Program Description 162
III. Program Objectives 163
IV. Evaluation Objectives - Original 164
V. Methods and Procedures 164
VI. Evaluation Objectives - Revised 166
VII. Results of the Evaluation 166
VIII. Conclusions and Recommendations 174
IX. Summary 175

EVENING CLINIC AND GUIDANCE SERVICES AT PS 149 QUEENS AND JHS 204 QUEENS 177-187

I. Introduction 177
II. Program Description 177
III. Program Objectives 177
IV. Evaluation Objectives 178
V. Methods and Procedures 178
VI. Results of the Evaluation 179
VII. Conclusions and Recommendations 187

PROJECT CIVIC 188-195

I. Introduction 188
II. Program Description 188
III. Program Objectives 189
IV. Evaluation Objectives 189
V. Methods of Evaluation 189
VI. Results of the Evaluation 189
VII. Conclusions and Recommendations 195

DEVELOPING GROWTH POWER OF PUPILS IN GRADES K-2 196-206

I. Introduction 196
II. Program Description 196
III. Program Objectives 196
IV. Evaluation Objectives 197
V. Methods and Procedures 197
VI. Results of the Evaluation 198
VII. Conclusions and Recommendations 206

FAMILY LIVING INCLUDING SEX EDUCATION 207-218

I. Introduction 207
II. Program Description 207
III. Program Objectives 208
IV. Evaluation Objectives 208
V. Methods and Procedures 209
VI. Results of the Evaluation 209
VII. Conclusions and Recommendations 217

# TABLE OF CONTENTS - APPENDICES

Parents' Questionnaire in Spanish 219-222
Parents' Questionnaire 223-225
Teachers' Questionnaire 226-228
Students' Ideas About School Test 228-229
Self Concept of Ability Scale 230-238
School Records Data Sheet 239-240
Staff Evaluation Questionnaire 241-243
Positive Alternatives-School Records Data Sheet 244
Positive Alternatives-Teacher Questionnaire (2nd sheet of standard questionnaire) 245
Positive Alternatives-Staff Evaluation Questionnaire (3rd page of standard questionnaire) 246
District Career Resource Center-Medical Career Test 247-249
District Career Resource Center-Job Choice Tests 250-251
District Career Resource Center-Vocational Maturity and Knowledge Test 252
Guidance in the Elementary Schools-Parents' Questionnaire 253-255
Guidance in the Elementary Schools-Teachers' Questionnaire 256-257
Guidance in the Elementary Schools-Principals' Questionnaire 258
Guidance and Corrective Reading in the Junior High School-Parents' Questionnaire 259
Increased Services for Poor Children Who Are Educationally Retarded-Activity Preference Inventory 260-261
Increased Services for Poor Children Who Are Educationally Retarded-Student Reading Inventory 262
Increased Services for Poor Children Who Are Educationally Retarded-Check List of Study Skills and Habits 263-264
Educational Advancement Center and Cultural Enrichment Program 265
Project Civic-Parents' Questionnaire 266-267
Project Civic-Staff Evaluation Questionnaire 268-270
Developing the Growth Power of Pupils in Grades K-2-Staff Evaluation Questionnaire 271-273
Developing the Growth Power of Pupils in Grades K-2-Teachers' Questionnaire 274-275
Developing the Growth Power of Pupils in Grades K-2-Parents' Questionnaire 276
Developing the Growth Power of Pupils in Grades K-2-Auditory Reception Test 277
Auditory Reception Test Answer Sheet 278
Family Life Including Sex Education-Teachers' Questionnaire 279-280
Family Life Including Sex Education-Principal's Questionnaire 281-282
Family Life Including Sex Education-Parents' Questionnaire 283-284
Family Life Including Sex Education-Teachers' Questionnaire 285-286

## LIST OF TABLES

Table Page

SANCTUARY CLASS

1 Sanctuary Class Staff Evaluation of their Program's Effectiveness 4

POSITIVE ALTERNATIVES

2 Drug Knowledge and Attitude Inventory: S's Response to Objective Fact Items 12-13
3 Drug Knowledge and Attitude Inventory: S's Response to Attitudinal Items 14
4 Score Distribution for A. H. Hudinal Section of Drug Knowledge and Attitude Inventory: Elementary Level 14
5 Staff Evaluation of Project Effectiveness 18-19

HELPING HAND - REACH

6 Parental Views of Areas in Which Child is Doing Poorly 27
7 Staff Evaluation of Project Effectiveness 29
8 Students' 1971 vs. 1970 Year-End Report Card Grades 30

TRIPLE S

9 Staff Evaluation of Project Effectiveness 36

DISTRICT CAREER RESOURCE CENTER

10 District Career Resource Center Staff Members' Judgments of their Program's Effectiveness 41
11 Medical Careers Test Part I 42
12 Medical Careers Test Part II 43
13 Experimental Group's Job Choices (By Percentages) 44
14 Control Group's Job Choices (By Percentages) 45
15 Vocational Maturity and Knowledge Test: % of Correct Responses of the Experimental and Control Groups 48

16 Vocational Maturity and Knowledge Test Distribution of Scores for Experimental and Control Groups 49

ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS

17 Schools, Number of Classes and Grades Included in the Project 52

18 Distribution of Sample by School and Grade 53

19 Distribution of Sample by Grade, Age, and Sex 54

20 Disposition of Project Students 55

21 Distribution of Increases and Decreases in Score on the Metropolitan Reading Test - Spring 1970 and Spring 1971 56

22 Mean Scores of Metropolitan Reading Test - Spring 1970 and Spring 1971 56

23 Percentage Distribution of Responses on Students' Ideas about School Test 57

24 Mean Number of Days Absent for Sample for Two School Years 59

25 Percentage Distribution of Responses on Parents Questionnaire 60

GUIDANCE FOR THE ELEMENTARY SCHOOLS

26 Number and Problem Areas of Children Referred to Guidance Counselors 78

27 Frequency and Types of Services Reportedly Offered to Students by Guidance Staff 79

28 Parents' Views of Areas in Which Their Children Receive Assistance From Guidance Staff 81

PROJECT SUCCESS

29 Staff Evaluation of Project Effectiveness 88

30 Numbers and Percentages of Parents Mentioning Various Areas of School Work in Which Their Child is Doing Poorly 89

31 Parental Views of Types of Problems Child Seems to Have Outside of School 90

32 Kinds of Help Parents Hope Child Will Receive from Project Success This Year 90

33 Percentage of Students Responding "Yes" to Each of Sixteen Items about Project Success 91

34 Percentages of Responses to the Students' Ideas About School Test 92

35 Specification of Subjects Which Were Most Troublesome to Pupils 93

36 Specification of Aspects of School Behavior Which Cause Pupils the Most Trouble 94

INTERIM CLASS FOR MALADJUSTED UNDERACHIEVERS

37 Parents' Questionnaire Results 101

38 Staff Evaluation of Project Effectiveness 103

GUIDANCE AND CORRECTIVE READING

39 Distribution of Grade Levels of Children of Parent Respondents 113

40 Percentage of Children Perceived as Doing Poorly in Specific School Subjects 114

41 Number of Parents Who View Their Children as Having Difficulty in a Particular Problem Area 114-115

42 Distribution of Sample by Age 120

43 Distribution of Sample by Grade 120

44 Percentage of Students Who Increased, Decreased, or Remained the Same in Social Behavior and Study Habits Report Card Grades 120-122

SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED

45 Distribution of Subjects in the Sample Over the Five Target Schools 129

46 Distribution of Sample by Grade, Age and Sex 129

47 Distribution of Increases and Decreases in Metropolitan Reading Test Scores 131

48 Means of Metropolitan Reading Test Scores - Spring 1970 and Spring 1971 131

49 Distribution of Books Voluntarily Read by Subjects 132

50 Mean Number of Absences for School Year 1969-70 and 1970-71 132

51 Number, Grade Ranges, and Computational Equivalents of Report Card Letter Grades 133

52 Distribution of Subjects According to Increase or Decrease of Pre- and Post-Project Grade Averages 133

53 Comparison of June 1970 and June 1971 Social Behavior Report Card Ratings 134

54 Teachers' Questionnaire Responses to Students' Behavior 134

55 Classroom Teachers' Judgments of Students' Skills Progress During the Year 135

OPERATION SEARCH

56 Distribution of the Sample Over Four Schools 146

57 Grade, Age and Sex of the Sample by Number and Percent 146

58 Distribution of Increases and Decreases in Metropolitan Reading Test Scores Between Spring 1970 and Spring 1971 148

59 Means of Metropolitan Reading Test Scores - Spring 1970 and Apring 1971 148

60 Distribution of Report Card Records in Four Curricular Subjects 149

61 Distribution of Students' Scores in the Work and School Student Questionnaire 150

62 Item Analysis of Responses on the Work and School Student Questionnaire 151-152

63 Rank Order of Kinds of School, Agency and Business Contacts Made 153

64 Comparison of Mean Number of Days Absent for Pre-Project and Project Years 153

65 Percentage Distribution of Responses on the Parents' Questionnaire 154

EDUCATIONAL ADVANCEMENT CENTER AND CULTURAL ENRICHMENT PROGRAM

66 Distribution of Sample Subjects Over Seven Elementary Schools 164

67 Grade, Age and Sex of the Sample by Number and Percent 165

68 Distribution of Increases and Decreases in Metropolitan Reading Test Scores Between Spring 1970 and Spring 1971 167

69 Means of Metropolitan Reading Test Scores - Spring 1970 and Spring 1971 167

70 Comparison of End of Year Mathematics Grades - June 1970 and June 1971 168

71 Number and Percent of Students Whose Mathematics Grades Improved and Declined 168

72 Comparison of End of Year Language Arts Grades - June 1970 and June 1971 169

73 Number and Percent of Subjects Whose Language Arts Grades Improved and Declined 169

74 Mean Number of Days Absent of Subjects - 1969-70 and 1970-71 School Years 169

75 Percentage Distribution of Subjects' Responses to Items on the Students Ideas About School Test 170

76 Percentage Distribution of Responses on the Parents' Questionnaire 171-172

EVENING CLINIC AND GUIDANCE SERVICES AT PS 149 QUEENS AND JHS 204 QUEENS

77 Evening Clinic and Guidance Services Staff Evaluation of Program's Effectiveness 180

78 Distribution of Evening Clinic Enrolee Sample by Grade 181

79 Teacher Ratings of Evening Clinic Enrollees' Problems 182

80 Distribution of Sample by Grades 184

81 Changes in Reading Averages of Evening Clinic Enrollees 185

PROJECT CIVIC

82 Parents' Rating of Liaison Services Provided by Project Civic 193

DEVELOPING GROWTH POWER OF PUPILS IN GRADES K-2

83 Parents' Ratings of the Developing Growth Power Program 200

84 Auditory Reception Test Results of Developing Growth Power Enrollees 205

FAMILY LIVING INCLUDING SEX EDUCATION

85 Distribution of Family Living Sample by School and Grade 211

86 Parents' Evaluation of Family Living Program, Part I 212

87 Parents' Evaluation of Family Living Program, Part II 213

88 Teachers' Evaluations of the Program's Effectiveness 214

89 Principals' Evaluation of Program's Effectiveness 216

## GROUP I GUIDANCE

## EXECUTIVE SUMMARY

This report evaluated seventeen different guidance or guidance-related projects carried out during the 1970-71 school year throughout the five boroughs of New York City.

The Function Numbers, Titles, and Districts of these projects were as follows:

| Function No. | Project Title | District |
|---|---|---|
| 35-1-6460 | Sanctuary Class | 2 |
| 35-1-6454 | Positive Alternatives | 2 |
| 43-1-6456 | Helpful Hand -- Reach | 6 |
| 45-1-6455 | Triple S | 7 |
| 45-1-6456 | District Career Resource Center | 7 |
| 49-1-6452 | Assisting Students with Serious Behavior Problems | 9 |
| 67-1-6456 | Project Success | 18 |
| 67-1-6454 | Guidance Class and Centers (Guidance for the Elementary School) | 18 |
| 71-1-6452 | Maladjusted Underachievers | 20 |
| 71-1-6456 | Guidance Class and Centers (Guidance and Corrective Reading in JHS) | 20 |
| 81-1-6452 | Increased Services for Educationally Disadvantaged | 25 |
| 87-1-6543 | Operation Search | 27 |
| 87-1-6452 | Increased Services for Educationally Disadvantaged (Educational Advancement Center and Cultural Enrichment Program) | 28 |
| 93-1-6455 | Evening Guidance Class and Center | 30 |
| 95-1-6453 | Guidance Class and Center (Project "Civic" -- College Vocational Guidance | 31 |
| 95-1-6458 | Developing Growth Power of Pupils | 31 |
| 95-1-6455 | Family Living and Sex Education | 31 |

Although all were placed under a single umbrella for purposes of this evaluation, these projects were heterogeneous in all respects. Some involved just elementary schools, others just secondary schools, and still others all grades K-12. Some projects were simply additions to the ongoing traditional guidance offerings of a particular school or group of schools. Others represented sweeping innovative attempts to offer disturbed and disturbing students an entirely new learning environment, in one case even including a specially purchased building in which to work. Some projects were involved with only one or two aspects of the schools' guidance functions, e.g., sex education or drug abuse prevention or vocational planning or corrective reading, while others offered the full array of guidance activities but to a special group of youngsters, e.g., parochial school children seen in an evening guidance center. Some projects offered very intensive services to a very small group of youngsters, such as providing for a sheltered room for acutely upset children while others reached thousands of children through the training of teachers who reached almost an entire district's children in classes of family life education. Some projects served to improve the classroom as a teaching and learning environment while others took place entirely outside the schools, i.e., conducted community and parents meetings in neighborhood homes.

With such a diversity present, our evaluation methods and conclusions had to be individualized project-by-project rather than being of a homogenized package nature.

However, our procedures were in many ways similar in the case of most projects. In general, our methodology consisted of the following:

1. Numerous site visits during which we made and recorded observations, interviewed project staff members, administrators and personnel in the involved schools, and, occasionally, parents and children involved in the program.

2. Where applicable, program records were inspected so as to get an understanding of the workload, its flow, and the efficiency of the program's operation.

3. Staff Evaluation Questionnaires were designed by our evaluation staff and collected from all project staff members. These surveyed the staff's duties, roles, and perceptions of the program's strengths, weaknesses, and needed changes.

4. Teacher Questionnaires were generally collected from a sample of the teachers of program enrollees. This provided us with non-project educators' views of what impact the programs were having on the children involved.

5. Parents Questionnaires were widely employed to obtain parents' views of the children's needs and to what extent they felt the various projects were meeting the children's needs.

6. School records were analyzed in many of our evaluations to determine the impact of the enrollees' attendance, lateness, report card grades, and standardized achievement test results.

7. Specific tests were designed and administered to the enrollees of various projects who were supposed to be trained in specific areas where no suitable measuring devices existed, e.g., an auditory comprehension test, a drug attitude inventory, a job choice test.

8. Student surveys were undertaken to assess the enrollees' attitudes towards the programs and school in general.

For the most part we found the program staff members and associated school administrators and other school personnel to be fully cooperative and eager to let us evaluate whatever we were commissioned to evaluate. In a very few instances, however, this cooperation proved to be lacking.

School record data was found to be the most difficult source of evaluative information to obtain. In most cases, we were not able to obtain all of this kind of data that we had expected to. Since most of these records involved year-end scores and grades, we were forced to wait until the last week or two of school before sending our research assistants into the schools. We found that the schools' professional and clerical staffs were particularly harried during this period and consequently unwilling and/or unable to supply us with more of the needed materials. However, we managed to have a wide enough assortment of data in the case of each project to furnish what was, in our view, a complete and responsible evaluation.

In almost all cases our overall evaluations proved to be favorable ones and we recommended the project's recycling and, often, expansion in the future. We did, however, encounter certain recurring problems which rendered most of the projects less than perfectly effective. These included:

1. The need for much earlier funding than has generally been the case. Project directors need much more time for planning and procurement of staff and supplies than they are currently being given. Many of the projects evaluated did not get under way until the winter, even though proposed for the entire school year.

2. Parental involvement and school-parent-program staff communications were generally found to be in need of improvement. Unless parents and communities lend their strong support to programs of guidance, project impacts are likely to be weakened, if not fully vitiated.

3. The relationship and communications between special project staff and the general administration and staff of the host schools was often found to need improvement. Workshops run by project staff should be held for the regular school staff so that each others' questions and criticisms can be fruitfully dealt with.

# SANCTUARY CLASS

## I. PROGRAM DESCRIPTION

The Sanctuary Class, in District 2, Manhattan, operated in P.S. 41 from March 11, 1971 until the end of the school year. A total of 15 children, most of whom were in the second or third grade, were involved in the program. (However, the program proposal had indicated that 25 children would be in tne project.) The program was designed to provide a sanctuary for children who had shown by their previous behavior that they could not last through a full day of school in their regular classrooms.

The youngsters remained on the rosters of their regular classes and spent the major part of each day in these classes, except for special instances where it was desirable to keep a pupil in the Sanctuary Class for an extended period of time, and/or the child felt so secure and comfortable there that he refused to leave. The children in the class were selected by consultation with the guidance counselor, the principal, the Sanctuary Class teacher, and the child's homeroom teacher. All the children selected were problem children who had repeatedly come to the attention of school personnel for disruptive or "acting out" behavior. The class generally provided a pleasant, quiet, friendly atmosphere in addition to academic assistance. A small teacher-student ratio was maintained at all times, and the number of children using the classroom at any one time ranged from 5 to 15, with an average of approximately 10. Not all of these children were program enrollees, however.

The Sanctuary Class was staffed by 2 full-time teachers, one budgeted for and paid for out of the project funds, and another teacher paid for out of regular school funds. Consultants to the program included the school principal and guidance counselor, the guidance coordinator for District 2, and the head of the Children's Pyschiatry Division of St.Vincent's Hospital. (Most of the students in the class had also been referred to St.Vincent's for psychological services.)

## II. PROGRAM OBJECTIVES

The official program objectives, based on a full year's operating period, were judged inappropriate, in our opinion, because the program did not commence operating until March, 1971. (P.S. 41 received an unexpected influx of 150 extra children from one of the "Welfare Hotels," and the school's first priority was to set up programs for these new students and place them in appropriate classes, before the Sanctuary Class project could be set up.)

The staff's revised objectives were as follows:

1. To provide a sanctuary or "release" for children who had shown by their previous behavior that they could not last through a full day of school in their regular classrooms.

2. To provide a place for a "cooling-off period" for a child who had become too restless, before major acting-out behavior could be expected to occur.

3. To provide a place to "cool off" for a child who had just had a disruptive episode in his regular class.

4. To provide a room where such youngsters could relate to adults and other children on a one-to-one basis.

## III. EVALUATION OBJECTIVES

1. To describe the enrollment, staffing, and functioning of the program.

2. To elicit and report teachers', staff, and parents' perception of the program.

3. To obtain and analyze the enrollees' school records.

## IV. METHODS AND PROCEDURES

A. A conference was held at the outset of the evaluation between the principal of P.S. 41 and a member of the evaluation team. Conferences were also held between our evaluation staff and the teachers involved in the class as well as the school guidance counselor.

B. The school was visited frequently to evaluate the organization, scope and implementation of the program, as well as to interview personnel and students actively engaged in the program.

C. Questionnaires were designed by the Teaching & Learning Research Corp. evaluation team and were administered to teachers, parents and staff. All questionnaires are reproduced in the Appendix. The results of these questionnaires were analyzed and reported quantitatively whenever possible. (That is, whenever sufficient data was available to do a meaningful analysis.) The questionnaires and samples were as follows:

1. Teacher's Questionnaire. An eight-item questionnaire was completed by the homeroom teacher as well as the Sanctuary Class teacher on all 15 students in the program. The questionnaire was composed mainly of items regarding the student's academic work, school behavior, and emotional problems, if any.

2. Parent's Questionnaire. The parents of the children in the program were asked to complete a questionnaire concerning their child's participation in the program. Despite repeated requests from the staff, however, only 3 parents responded. The evaluation team felt that an analysis of data with an N of 3 would be meaningless; so the questionnaire was ultimately eliminated from the results.

3. Staff Evaluation Questionaire. An eight-item questionnaire was completed by 5 staff members involved with the project. The questionnaire was composed of both multiple-choice and open-ended questions to assess the program's effectiveness in numerous academic and behavioral areas, as well as its strengths and weaknesses.

4. School Records Data Sheet. The results of this questionnaire were deemed invalid to quantify since the data was insufficient or unavailable on 75% of the enrollees. It was therefore eliminated from the results.

## V. RESULTS OF THE EVALUATION

### A. Description of the Functioning Program

The Sanctuary Class was housed in a light, airy, first-floor room, with access to a small outside play yard. (Unfortunately, unauthorized children also made use of the room as a passageway to the yard.) Brightly colored children's paintings covered the walls. The scene in the room was usually cheerful and animated.

Despite a lack of funds for materials, a creative and energetic staff had produced a lovely, warm setting with many original make-shift designs of their own, including private study carrels for independent work. Painting, block building, reading and active games on the floor seemed to be the activities most commonly engaged in by the youngsters in the class. Remedial academic work was done wherever possible, with most of the stress on reading and math. Many reading games and pieces of equipment were available for the students, as were Cuisinaire Rods, work boards, and Dominoes for math work.

All of the children had a common problem of being disruptive when confined to their regular classrooms for a full day. The children were observed to be releasing much pent-up energy in play activities of various kinds.

While the scene in the classroom was active and flexible but controlled on some visits, in others it was observed to be quite chaotic, with children running in and out, bringing friends with them and refusing to settle down or leave. It was felt by the evaluation team that this setting should have been more structured, since disruptive and acting-out children generally need external limits to be set on their behavior.

The failure to enroll 40% of the children called for in the proposal, the operation of the Sanctuary Class with 60% of the allocated children usually absent, and the presence of unauthorized children all must be viewed as serious program disfunction.

### B. Results of the Questionnaires

1. Teacher's Questionnaire. Completed by the homeroom teacher and the Sanctuary Class Teacher for each of 15 students. The teachers were asked to check the statements that apply to each individual child.

The homeroom and Sanctuary Class teachers were in agreement that 14 out of 15 of the enrollees were doing poorly in almost all aspects of school work (Item 1). One (1) student was noted to be doing poorly in only one or two areas of academic work (Item 2). None of the children were judged to be free of academic problems (Item 3).

Item 4 listed school behavior problems and both groups of teachers were in agreement that the children manifested most of the problems listed. The most frequently noted behavior problems of the children were: general classroom behavior; general attitudes towards school; behavior towards teachers; behavior towards classmates; temper outbursts; excessive emotional sensitivity; fighting; moodiness; nervousness and anxiety; and excessive need for attention and/or approval.

None of the children were judged to be free of school behavior problems, (Item 5). However, the Sanctuary Class teachers felt that 4 of the children (out of 15) do not seem to need any clinical and guidance services, while the homeroom teachers felt that all the children need these services (Items 6 and 7). In those cases where teachers felt such services were needed, family counseling, psychotherapy and/or guidance counseling were the services of choice. Finally, Item 8 asked: "Does this child seem to be receiving the kind of help he or she needs from the Sanctuary Class Program?" Sixty percent of the homeroom teachers and 67% of the Sanctuary Class teachers said, "yes"; 20% of the homeroom teachers said "no"; and 20% of the homeroom and 33% of the Sanctuary Class teachers said, "I don't know."

Both the homeroom and the Sanctuary Class teachers indicated, therefore, that the enrollees were children with multifaceted academic and behavioral problems; and most were in need of clinical services of one kind or another. In the majority of cases the teachers felt that the children were reciving the kinds of help they needed from the Sanctuary Class program.

2. Staff Evaluation Questionnaire (N=5). After being asked their duties in the proejct (Item 1), the staff members were asked how effective they felt the project was in various areas. The item contents and results are provided in the following table.

### TABLE 1

### SANCTUARY CLASS STAFF EVALUATIONS OF THEIR PROGRAM'S EFFECTIVENESS

| Item No. | Content | Not Effective | Slightly Effective | Effective | Very Effective |
|---|---|---|---|---|---|
| | "How effective is your project in: | | | | |
| 2 | ...accomplishing its objectives? | | | 4 | 1 |
| 3 | ...raising students' academic achievement? | | 3 | 2 | |
| 4 | ...improving students' classroom behavior? | | | 5 | |
| 5 | ...improving students' attitudes towards school? | | | | 5 |
| 6 | ...increasing parents' understanding of their children's needs and problems? | 1 | 3 | 1 | |
| 7 | ...obtaining special educational, health, and other needed community services for the students?" | | 3 | 2 | |

Item 8 asked the staff members to describe the strengths and weaknesses of their program, as well as any changes that they felt should be made in the program. The strengths mentioned included improvement of attitudes towards school and improved communication with peers and adults; increased self-esteem for the children, and improved academic work. The weaknesses listed were its late start, lack of adequate materials, lack of adequate structure, and poor scheduling of individual student's use of the class. The changes suggested were those that were necessary to overcome the above-mentioned weaknesses of the program.

The staff thus viewed the program as being a generally effective one except in the areas of increasing parental understanding of the child's needs and problems and obtaining outside community services for the children, where necessary.

## VI. CONCLUSIONS AND RECOMMENDATIONS

The program failed to enroll or regularly serve the number of children it was intended to. This fact, plus the impressions gained that the children were handled in too unsystematic a manner and the teachers were left without vigorous inservice training, led us to conclude that the project was not worth the monies allocated to it.

### RECOMMENDATIONS

The Sanctuary Class Program, as it was carried out in 1970-71, is not recommended for recycling.

However, the ideas lying behind the project appear to be sound ones worthy of further implementation. Should such a program be instituted in the future it is recommended that:

1. There be more structure for the classroom, with definite limits set on what is acceptable behavior.
2. Each child should be programmed to come to the class for a specific limited time each day, except during periods of crisis when he should be permitted to remain as long as necessary.
3. Disruptive children of the same age should be scheduled to attend the class at the same time so they can begin to build up better peer relations.
4. Intensive inservice teacher training be provided along with psychological and psychiatric supervision and consultation.

# POSITIVE ALTERNATIVES

## I. PROGRAM DESCRIPTION

The Positive Alternatives program in District 2, Manhattan was established to offer the children in the three participating schools "positive alternatives" to many of the negative aspects of their surrounding neighborhoods, including the use of drugs. Positive Alternatives had as its target population the 4th, 5th and 6th graders in two special service elementary schools, (PS 51 and PS 111) and the 7th, 8th and 9th graders in the special service junior high school they feed into, (JHS 17). The project was designed to reduce the incidence (and future incidence) of drug addiction by providing an after-school program of narcotics education for a population of youngsters who were believed to have a tendency toward drug dependence. The program aimed to acquaint students, parents and teachers with agencies and resources within their community that can help in the fight against drug abuse. The program operated four afternoons a week for two hours each afternoon, (3-5 p.m.), plus occasional Saturdays at some schools, for a total of 150 two-hour sessions in each school for the school year. The program provided such things as: (1) small class groupings (a pupil-teacher ratio of 8-1); (2) short, weekly trips through the community, exploring its attitudes, problems, resources and potentials; (3) exploration and discussion of the individual's attitudes, problems, resources and potentials as a member of that community; (4) work with the staff-at-large and parents of children in the school to share insights and techniques to promote a unified approach to the problem; (5) remedial and enrichment activities in reading and mathematics; and (6) the attendance at some sessions conducted by resource personnel from the Addictive Service Agency.

The children enrolled in the program were eighty-eight 4th to 9th graders who showed a potential for developing a dependency on drugs. The criteria for referral into the program was as follows:

1. Dependent youngsters who were known to follow others or be easily influenced by their peers;

2. Children who were considered "school failures" and who were not receiving any gratification in their school work;

3. Children with poor attendance records for unexplained absences; and

4. Children who were known to be experimenting with drugs and/or had older siblings known to be experimenting with drugs.

The staff consisted of:

| | | |
|---|---|---|
| 3 | Teachers-in-charge | (150 days for two hours per day) |
| 11 | Group Leaders | (150 days for two hours per day) |
| 3 | Paraprofessionals | (150 days for two hours per day) |
| 3 | School Secretaries | ( 75 days for two hours per day) |

The staff was chosen by seniority and qualifications, and most of the staff members had drug education training as well as a proven ability to relate well to children, even in crisis.

## II. PROGRAM OBJECTIVES

The official program objectives, as stated in the Positive Alternatives Proposal were twofold:

1. To reduce the incidence of addiction.

2. To acquaint students and teachers with agencies within their communities that can help in the fight against drugs.

In addition to the above-stated objectives, the following goals were set forth by the program staff:

1. To give youngsters constructive types of experiences to utilize their free time after school and on weekends.

2. To provide a setting where youngsters can develop positive relationships with adults so that they will not feel alienated from them.

3. To provide supportive psychological services to students so that they would not turn to drugs.

4. To indicate to children that school can provide more than "formal" education and to provide an important experiential factor in terms of positive relationships with teachers who have developed a close rapport with the children.

5. To integrate experiences and thoughts developed and to carry them to other children in the school and community, thereby ever-widening the scope of the program.

## III. EVALUATION OBJECTIVES

Although the primary objective of the program is to reduce the incidence of drug addiction, it is not possible to directly evaluate the success of the program in attaining that objective. The impact of programs of this type is not expected to be felt until the students reach an age when the drug use risk is high. Students in the 4th through 9th grades are not expected to show a high incidence of drug use and therefore, no direct measure of "reduction" can be obtained.

Because the program was educational in nature, the following evaluation objectives were formulated:

1. To describe the scope, sequence, organization and implementation of the program.

2. To determine the extent to which enrollees have acquired knowledge about drugs and addiction and have developed attitudes helpful in resisting the temptation of drug abuse.

3. To determine the students attitudes and feelings towards school and their own expectations about future schooling and success in school.

4. To determine parental reactions to and support of the program.

5. To determine teacher and staff reaction to the program in terms of its impact on the enrollee's academic work as well as his school behavior and/or emotional problems.

6. To assess the continuing attendance of the enrollees at these voluntary after-school sessions, as well as to compare last year's and this year's records of absences and lateness for the regular school day.

## IV. METHODS AND PROCEDURES

A. A conference was held at the outset of the evaluation between the Drug Coordinator for District 2 and a member of the Teaching & Learning Research Corp. staff. Conferences were also held between evaluation staff and the Project Director in each of the participating schools.

B. Repeated site visits by a member of the evaluation team were made to assess the organization, scope and implementation of the program, as well as to interview the group leaders and students actively engaged in the program.

C. Questionnaires were designed by the evaluation team and were administered to teachers, parents and students involved with the program. All questionnaires are reproduced in the Appendix. The Drug Knowledge and Attitude Inventory was designed by the evaluation team in conjunction with the Drug Coordinator for the district as well as the Project Directors in each school. The results of these questionnaires, which covered all aspects of the program's objectives, were analyzed and reported quantitatively. The questionnaires and samples were as follows:

1. Drug Knowledge and Attitude Inventory:

A 39-item questionnaire was completed by 86 out of the 88 students in the program. The questionnaires were administered by the Group Leaders, individually and/or in small groups. The questionnaires were composed of three parts:

Part I listed objective facts about drugs and the students were required to indicate whether the statements were true or false. (There was also a "Don't Know" category).

Part II was composed of ten subjective statements dealing with attitudes towards drugs, and the students were asked to agree or disagree with the statements. (There was also a "No Opinion" category).

Part III was composed of nine open-ended questions including the following areas: best and least liked things in the program, most interesting activities, new hobbies and interests developed, new friendships and suggestions for future activities.

The original evaluation design for the project called for the Drug Knowledge and Attitude Inventory to be administered twice, once in February and once in June. Due to late funding, however, the evaluation was not initiated until the end of January 1971, and it was deemed impossible for the evaluation team to design and administer a valid instrument within so short a time.

Another consideration for not having a pre-and post-design was that the great majority of the students in the Positive Alternatives Program had been in the program since the Spring of 1970, or at the very least, since the Fall of 1970. Therefore, a Drug Inventory administered in February 1971 could not truly be considered a pre-test, since it would not have been given prior to entrance into the program. The Drug Inventory was administered once, therefore, in June 1971.

2. Students' Ideas About School Tests:

A 21-item questionnaire was completed by 85 students in the program. The questionnaires were administered by the group leaders, individually and/or in small groups. The questionnaire covered the following areas: feelings about school in general, as well as teachers and classmates; expectations about success in school and future schooling; and students' estimates of attendance and ability.

3. The Parent Questionnaire:

Twenty parents of students in the program completed a questionnaire covering their child's participation in the program. The parents were randomly selected from the three participating schools. The questionnaire covered the following areas: problems in and out of school in both academic and emotional areas; and kinds of help the parents hope their child will receive from the program, as well as an estimate of whether that help has been forthcoming. The questionnaire was reproduced in Spanish and was administered in either English or Spanish, whichever was the primary language of the parent.

4. The Teacher Questionnaire:

An 8-item questionnaire was completed by the Home Room teacher of 21 enrollees. The questionnaire was composed mainly of items regarding the students' academic work as well as his school behavior and emotional problems, if any.

5. Staff Evaluation Questionnaire:

A 9-item questionnaire was completed by all fifteen staff members of the program. The questionnaire was composed of both multiple-choice and open-ended questions to assess the staff's perception of the program's effectiveness in various academic and behavioral areas, as well as its strengths and weaknesses.

6. School Records Data Sheet:

This questionnaire was completed for all the students in the program. Attendance and lateness records for last year and this year were compared, and attendance records for the Positive Alternatives Program itself were analyzed.

## V. RESULTS OF THE EVALUATION

### A. Description of the Functioning Program

Many overall expressions were gained by the Teaching & Learning evaluation team during the site visits to the three participating schools, as well as from student, parent and staff interviews.

While the overall philosophy for this program was the same for all three schools, each school was somewhat autonomous in carrying out its own program, and the specific content and approach employed by the schools varied. However, because of the different ages and interests of the elementary and junior high school students involved, there would almost have to be a different structure in the different schools. For example, the "rap sessions" about drugs with the group counselors were shorter in the elementary school groups because of the shorter time and interest spans of these youngsters. However, there was a cooperative effort in all three schools involved in the program, and frequent meetings between the Project Directors in each school and the district Drug Coordinator. The schools also arranged some trips and events together so that the younger children could look up to and relate to the older ones.

In the main, selection criteria for both students and staff were adhered to, but in a few instances "seniority" served to be the guiding criterion for staff selection. Although this was a voluntary, after-school program, teachers and guidance counselors appealed to those youngsters who they felt needed the program, and urged them to join - usually successfully. In one school, however, the program was opened up to the entire student body and letters were sent out to all children and their parents urging them to come to an after-school program that would discuss drugs and community problems. The children who responded to the letter ultimately became the enrollees in the program. The staff in this school first looked for "drug-oriented" children, but claimed they did not find any children in their school with a particular behavioral pattern that they felt might lead to a later drug problem.

The Positive Alternatives program did not specifically provide the students in it with a knowledge of drug names, types and effects, except where such information was requested by a youngster. Rather, their emphasis was on developing drug awareness, as well as on developing "positive alternatives" for the enrollees so that they would not turn to drugs, presently or in later years. It was felt that the enrollees young ages, particularly in the elementary schools, precluded the teaching of specific facts about barbituates, emphetamines, heroin, hallucinogenic drugs, etc. Rather, the Group Leaders led discussions involving general ideas about drugs, such as the facts that drugs can be harmful, addivtive, good and bad (e.g., aspirin is a "good drug" but it can be a "bad drug" if you take too much,) you need a doctor's permission to use good drugs, and you never take pills from just "anybody."

The effects of the drug education campaign were noted by administrators in all three schools. In the elementary schools, the youngsters who come into the program, were, in the words of one administrator, "average youngsters who know of glue sniffing and have friends doing it, even if they're not doing it themselves." Since the Positive Alternatives Program has started, however, the administrators of at least one school have seen no more evidence of glue sniffing (i.e., bottles of glue left in hallways, classrooms, lunchrooms or bathrooms, etc.). In the junior high school, a young, energetic group leader commented, "Since this program started we don't see acting-out behavior from kids taking pep pills, or kids slumped over their desks from barbituates. The kids are less 'out of it' and it'svisible all over the school." The youth officer of the local police precinct was also interviewed by a member of the evaluation team, and while he was guardedly optimistic about the drug problem in the neighborhood in general, he felt that the Positive Alternatives Program was definitely a step in the right direction. He said evidence had shown that there were a lot less "pills" being circulated and used by the youngsters since the program's inception, although there was still a lot of marijuana around. Some youngsters had previously been leaving school during their lunch break and obtaining "pills" on the street. They would come back to school after lunch obviously "high" or "low." Since Positive Alternatives, however ,the youngsters are more aware of what's going on, and are staying away from pills more than previously. The school administration felt that this, in turn, has led to better scholastic work.

One of the outstanding events of the Positive Alternatives program was the "Drug-Out" (or Drug Fair) held at the junior high school. The fair ran from 3 p.m. to past 8 p.m. and involved students, parents and outside community agencies involved with the school. The air of excitement at the Fair was contagious. There was a big poster with the words, "I PLEDGE NOT TO USE DRUGS" on it. By 6 p.m. there were over 300 signatures on it. Representatives from Phoenix House, Odyssey House and Roosevelt Hospital were talking to interested parents and children, the local branch of the New York Public Library had a display on library facilities in general, as well as books about the dangers of drug abuse, and the police department had officers present to answer questions and give out pamphlets about drugs. There was a huge parent turnout to speak to the psychiatrists and psychologists present, to "rap" with the teenagers, and to see the exhibits the children had prepared. Many parents commented that their children had become more social and less fearful since entering the Positive Alternatives program, and all expressed a desire to see the program expanded to include all the children in the school, as well as to operate in the schools on weekends, major school holidays like Christmas and Easter, and during the summer.

It is interesting to note that students in the Positive Alternatives program in the junior high school moved into leadership positions in the school, and helped spread the word that drugs are no good. Thus, while the Student General Organization organized the Drug Fair, the impetus for it came from the Positive Alternatives program and its enrollees.

The basic problem confronting the program itself was its late, and sometimes insufficient fundings. Funds for many supplies arrived at the end of the year and teachers paid for supplies out of their own pockets. There was not enough money available for adequate arts and crafts materials. The Drug Experimental kits that were part of the drug education program never arrived. It is obvious to the evaluation team that the state will have to commit itself more fully to the program.

## B. Results of the Questionnaires:

### 1. Drug Knowledge and Attitude Inventory (N=86)

The results of the Drug Inventory were analyzed separately for Parts I, II and III. The item contents and results for Part I follow:

TABLE 2

DRUG KNOWLEDGE AND ATTITUDE INVENTORY: S'S RESPONSES TO OBJECTIVE FACT ITEMS.

| Item No. | Content | % Correct | % Incorrect | % Don't Know |
|---|---|---|---|---|
| 1. | Cigarette smoking causes baldness. | 62 | 16 | 22 |
| 2. | Coca Cola is habit forming. | 58 | 31 | 11 |
| 3. | Coffee helps us to fall asleep. | 81 | 13 | 6 |
| 4. | Beer and whiskey have about the same amount of alcohol in them. | 64 | 26 | 10 |
| 5. | Marijuana is injected by needle. | 85 | 12 | 3 |
| 6. | Marijuana is made from heroin. | 67 | 13 | 20 |
| 7. | "Pot" or "grass" is really marijuana. | 81 | 11 | 8 |
| 8. | Sniffing marijuana makes you "high." | 48 | 41 | 11 |
| 9. | "Hash" is made from the marijuana plant. | 41 | 28 | 31 |
| 10. | "Pep pills" are the same as "downs." | 41 | 29 | 30 |
| 11. | LSD and "acid" are the same. | 53 | 27 | 20 |
| 12. | Cocaine is usually smoked in a cigarette. | 58 | 21 | 21 |
| 13. | "Ups" and "Downs" are usually smoked in a cigarette. | 76 | 16 | 8 |
| 14. | If you take sleeping pills often you may not be able to fall asleep without them. | 71 | 15 | 14 |
| 15. | Marijuana is habit-forming just the way heroin is. | 37 | 55 | 8 |
| 16. | If pregnant women take LSD, their babies can be born deformed. | 78 | 7 | 15 |
| 17. | Drugs and good school performance don't mix. | 74 | 14 | 12 |

| Item No. | Contents | % Correct | % Incorrect | % Don't Know |
|---|---|---|---|---|
| 18. | Sniffing wine is extremely dangerous. | 65 | 19 | 16 |
| 19. | It is safe to use heroin just once. | 74 | 15 | 11 |
| 20. | "Speed is an amphetamine." | 35 | 27 | 38 |

Some observations of these results were made by the evaluation team. The students seemed not to be fully familiar with commonly used slang terms for drugs or their equivalents. (e.g. "hash," "downs," "acid," and "speed," as used in Items 9, 10, 11 and 20). Since these are the terms commonly used on the street for drugs, in our opinion a greater effort should be made to inform the students of the words and their meanings so that a youngster does not inadvertently accept a harmful drug from someone.

Item 15, "Marijuana is habit-forming just the way heroin is," was answered incorrectly by 59%, or a majority of the students. Here the evaluation team judged that perhaps misinformation had been given to the students, possibly by the group leaders and/or their parents or peers. Although Public Health Authorities are actively studying the potential dangers of marijuana, it cannot yet be definitely said that the use of marijuana leads to the same type or degree of dependence that is true of heroin use. We point out this fact to prevent a possible future problem with the Positive Alternatives Program. If at any point the students were to feel that they were getting misinformation from their group leaders, it might serve to weaken the excellent rapport observed between the two groups.

Part I of the Drug Inventory was also analyzed to see what percent of the enrollees received a satisfactory rating. Here the data was analyzed separately for the elementary schools and the junior high school. Of the 54 elementary school students taking the test, 34 or 62% received a satisfactory rating of 60% or better. (The mean score for all the elementary school students was 65). Of the 32 junior high school students taking the test, 27 or 84% received a satisfactory rating of 70% or better. (The mean score for all the junior high school students was 78.6). These 60% and 70% cut-off figures were selected as those points which, in our view, represented acceptable degrees of knowledgeability for elementary school and junior high school students, respectively. Our criterion measure was that 85% or more of the enrollees' scores should yield a satisfactory rating. In neither instance, therefore, was this met, although in the case of the junior high school students, 84% received a satisfactory rating.

Part II of the Drug Inventory consisted of ten subjective statements dealing with attitudes towards the use of drugs. The item contents and the results follow:

## TABLE 3

## DRUG KNOWLEDGE AND ATTITUDE INVENTORY: S'S RESPONSES TO ATTITUDINAL ITEMS.

| Item No. | Content | % Agree | % Disagree | % No Opinion |
|---|---|---|---|---|
| 1. | "It's my body so I alone should decide what drugs I use or do not use." | 25 | 62 | 13 |
| 2. | "Drinking helps solve my problems." | 2 | 90 | 8 |
| 3. | "It's easy to find a dope-pusher in my neighborhood." | 52 | 30 | 18 |
| 4. | "If you have good willpower, it is easy to kick the heroin habit." | 36 | 50 | 14 |
| 5. | "If your friends use drugs they won't like you if you don't." | 52 | 29 | 19 |
| 6. | "I keep away from drugs because I know they are dangerous." | 98 | 2 | 0 |
| 7. | "Drugs help me to feel fewer problems." | 8 | 68 | 24 |
| 8. | "It's okay for me to use drugs, but I won't let my younger brother or sister go near them." | 25 | 58 | 17 |
| 9. | "I feel better when I'm on "ups" or "pot" so what could be wrong with feeling good." | 5 | 66 | 29 |
| 10. | "Drug problems are a lot of bunk anyway because teachers and parents are always against fun things." | 15 | 62 | 23 |

The desirable attitudes in questions 1-5 and 7-10 were those in which the student disagreed with the given statement. Only in question 6 was the agree answer considered desirable. Table 4 includes frequencies of S's obtaining scores from 20 to 100 percent desirable responses on the attitudinal questions.

## TABLE 4

## SCORE DISTRIBUTION FOR ATTITUDINAL SECTION OF DRUG KNOWLEDGE AND ATTITUDE INVENTORY: ELEMENTARY LEVEL

| Number of Students | Percent of Desirable Responses |
|---|---|
| 5 | 100 % |
| 3 | 90 % |
| 11 | 80 % |
| 5 | 70 % |
| 10 | 60 % |
| 1 | 50 % |
| 10 | 40 % |
| 3 | 30 % |
| 4 | 20 % |

Part III of the Drug Inventory consisted primarily of open-ended questions. Question 1 stated: "The thing I like best about the Positive Alternatives Program is . . . ." In the overwhelming majority of the cases, the best liked thing, was the trips the students took, for both elementary and junior high school students. Next, in order of preference, were recreational activities, such as sports, "rap sessions" or discussions, and friendships formed - both with peers and Group Leaders.

The responses called for by Item 2, the "least liked things," were harder to summarize. Many students gave no response. Of those that did respond, the most frequent answers included the dancing social once a week at one school, a trip to the public library, "boring guests on activities" and "fights with some rough kids in the program."

Question 3, the most interesting trip or activity, gave primarily sports activities as favorites, including swimming and ice skating. Many junior high students also cast a strong vote for movies and community projects.

When asked what they would do in the afternoon if they were not in the Positive Alternatives Program (Item 4), most of the students who responded said they would watch television and/or play outside on the street. Other frequent answers were "clean the house" and "do homework."

Of the students who answered "Yes" to new hobbies or interests developed (Item 5), sewing, swimming, ice skating, arts and crafts and involvement in the community were noted, all about equally.

Item 6 asked, "Since entering the Positive Alternatives Program, have you made any new friends?" 73% of the total number of students answered "Yes." Of these, 74% have seen their new friends outside of school hours and/or on weekends (Item 7).

Item 8 asked the students if they knew where recreational centers, movie theaters, bowling alleys, swimming facilities, public parks and libraries in their neighborhoods were, as well as museums in the city. Over 75% of the students were acquainted with local recreational centers and bowling alleys, and over 90% of the students knew where the other recreational facilities were located. In addition, the students were asked to list the museums they had visited,and every museum actually visited was listed at least once. The three museums listed the most frequently were The Museum of Natural History (37 choices); Museum of Modern Art (32 choices); and the Metropolitan Museum of Art (26 choices). Also noted by several students was the Museum of the City of New York (8); Museum of Primitive Art (8); and the Museum of Contemporary Crafts (8).

Item 9 asked: "Are there any activities you would like to see included in the Positive Alternatives Program." The vast majority of the students said No, and therefore replied they were pleased with the given activities. Of those who answered Yes, the requests were for more trips and more sports activities, particularly swimming.

Part III of the Drug Inventory taken overall, therefore, shows overwhelmingly that the program has met its stated objectives of giving those students involved in it "positive alternatives" to the drug scene, including new activities, hobbies, resources within the community and friends.

2. Student Ideas About School Tests (N=85)

The item contents and percentages for each answer follows:

1. I $\underset{82\%}{\underline{\text{like}}}$ $\underset{18\%}{\underline{\text{do not like}}}$ school.

2. Teachers $\underset{92\%}{\underline{\text{are nice}}}$ $\underset{8\%}{\underline{\text{are not nice}}}$ to me.

3. My family $\underset{100\%}{\underline{\text{cares}}}$ $\underline{\text{does not care}}$ about how I am doing in school.

4. I learn $\underset{89\%}{\underline{\text{a lot}}}$ $\underset{11\%}{\underline{\text{a little}}}$ $\underline{\text{nothing}}$ in school.

5. I am $\underset{7\%}{\underline{\text{slow}}}$ $\underset{60\%}{\underline{\text{average}}}$ $\underset{33\%}{\underline{\text{smart}}}$ in school.

6. I expect to $\underline{\text{drop out}}$ $\underset{100\%}{\underline{\text{graduate}}}$ from high school.

7. I $\underset{88\%}{\underline{\text{will}}}$ $\underset{12\%}{\underline{\text{will not}}}$ go to college.

8. My classmates $\underset{98\%}{\underline{\text{are}}}$ $\underset{2\%}{\underline{\text{are not}}}$ my friends.

9. I get into $\underset{8\%}{\underline{\text{many}}}$ $\underset{46\%}{\underline{\text{few}}}$ $\underset{46\%}{\underline{\text{no}}}$ fights.

10. I will fail $\underset{45\%}{\underline{\text{none}}}$ $\underset{47\%}{\underline{\text{a few}}}$ $\underset{8\%}{\underline{\text{all}}}$ of my subjects on my next report card.

11. I $\underset{8\%}{\underline{\text{never}}}$ $\underset{40\%}{\underline{\text{sometimes}}}$ $\underset{52\%}{\underline{\text{always}}}$ do my homework.

12. My classmates $\underset{90\%}{\underline{\text{like me}}}$ $\underset{10\%}{\underline{\text{do not like me}}}$.

13. I am absent from school $\underset{3\%}{\underline{\text{very often}}}$ $\underset{74\%}{\underline{\text{sometimes}}}$ $\underset{23\%}{\underline{\text{never}}}$.

14. I come to school late $\underset{9\%}{\underline{\text{very often}}}$ $\underset{48\%}{\underline{\text{sometimes}}}$ $\underset{43\%}{\underline{\text{never}}}$.

15. This year I enjoy school more 52% less 16% the same 32% as last year.

16. This year I am learning more 84% less 5% the same 11% as last year.

17. This year my teachers are nicer 48% worse 16% about the same 36% as last year.

18. This year my teachers pay me more 41% less 11% about the same 48% attention as last year.

19. I am 31% am not 69% in a special class.

20. My classmates enjoy school more than 12% less than 22% about the same 66%.

21. My classmates fight more than 40% less than 21% about the same 39% as I do.

These results clearly indicate that the enrollees had very positive attitudes towards this year's school experiences.

### 3. Parents Questionnaire (N=20)

Four parents said their child does poorly in almost all aspects of school work (Item 1). The rest of the parents indicated their child does poorly in just one or two areas (Item 2). The areas chosen most frequently were writing (6), reading (5), math (4), general classroom behavior (4), and spelling (3).

Item 3 was concerned with problems outside of school, and 12 out of 20 parents felt their child had no problems outside of school. Of those with problems, the only one mentioned with any frequency out of the 17 items listed was "bites his nails." (5 responses).

Item 4 asked: "What kinds of help do you hope your child will receive from the Positive Alternatives Program this year?" Five parents had hopes for academic gains, seven wanted recreational help for their children, two mentioned cultural goals and three wanted them to be able to form better relationships with people.

Item 5 asked: "Does your child seem to be receiving the kind of help that he or she needs?" Eleven parents answered Yes, none of them said No, and five said I don't know.

In general, the parents' responses indicate that their children manifest a wide array of academic and behavioral problems which they believed the program would help ameliorate.

4. Teacher's Questionnaire (N=21)

Three teachers said the child is doing poorly in almost all academic aspects of school work (Item 1).

Item 2 listed individual areas of school work and the most frequently listed areas were math (6), science (5), spelling (4) and writing (4). Seven students were judged not to have any problems with the academic aspects of school (Item 3).

Item 4 listed school behavior problems. Those answered "Yes" to most frequently were excessive emotional sensitivity (9), speech and communication (7), excessive need for attention and/or approval (6), behavior towards his classmates (5), moodiness (5), nervousness and anxiety (5), general classroom behavior (4), temper outbursts (4), emotional depression (4), and completing and/or submitting his homework (4).

The teachers of seven children felt that the child does not have any problem with his school behavior (Item 5).

The teachers also felt that 12 children out of 21 do not seem to need any clinical and guidance services. Of the children who do need such services, the preferred treatment was generally some form of psychotherapy (Item 7).

Finally, Item 8 asked: "Does this child seem to be receiving the kind of help he or she needs from the Positive Alternatives program?" Sixteen teachers responded "Yes," one said "No," and four said "I don't know."

The teachers, as was the case for the parents, indicated that the enrollees were generally problem youngsters in need of the kinds of help the program offered.

5. Staff Evaluation Questionnaire (N=15)

After being asked their duties in the project (Item 1), the staff members were asked how effective they felt the project was in various areas. The item contents and results are given below.

TABLE 5

STAFF EVALUATION OF PROJECT EFFECTIVENESS

"How effective is your project in....

| Item No. | Content | Not Effective | Slightly Effective | Effective | Very Effective |
|---|---|---|---|---|---|
| 2. | accomplishing its objectives?" | 0 | 2 | 10 | 3 |
| 3. | raising student's academic achievements?" | 0 | 9 | 6 | 0 |
| 4. | improving student's classroom behavior?" | 0 | 2 | 10 | 3 |
| 5. | improving student's attitudes towards school?" | 0 | 0 | 12 | 3 |

"How effective is your project in...

| Item No. Content | Not Effective | Slightly Effective | Effective | Very Effective |
|---|---|---|---|---|
| 6. increasing parents' understanding of their children's need and problems?" | 0 | 5 | 7 | 3 |
| 7. obtaining special educational, health and other needed community services for students?" | 0 | 4 | 3 | 8 |
| 8. reducing the incidence of drug abuse in your school?" | 0 | 1 | 8 | 6 |

Item 9 asked the staff members to describe the strengths and weaknesses of their program, as well as any changes that they felt should be made in the program. The most frequently mentioned strengths were the rejection of drugs and the drug culture on the part of the enrollees; the group cohesiveness that developed; community awareness of and involvement in the program; excellent teacher-pupil rapport; the self-evaluation and heightened self-esteem of the students; and the students' positive and constructive use of their leisure time.

The overwhelming weakness of the program was judged to be its funding difficulties, with insufficient monies arriving very late. Two other weaknesses noted by many staff members were some difficulties in recruiting children for the program and the need for even greater parent and community involvement (although this was present to a great extent).

The changes suggested for future programs were those that were necessary to overcome the above-mentioned weaknesses of the program. In addition, the majority of the staff members suggested that the program be expanded to handle twice the number of students, either by increasing the number of staff members or by having two groups of students each meet twice a week (instead of one group meeting four times a week). In either event, it was felt that the small pupil-teacher ratio (8-1) be maintained. Follow-up of students in the program was also recommended.

6. School Records Data Results (N=90)

a. Lateness: Of the 79 youngsters with adequate lateness records, in 1970-71 compared with 1969-70, 21% decreased in lateness, 48% increased, and 31% showed no change. Therefore, the program cannot be said to have reduced lateness among its enrollees.

b. Attendance: 81 students' 1969-70 vs. 1970-71 absences were compared. 53% showed reduced absenteeism, 45% increased, and 2% were unchanged. Here, too, no substantial program efforts seemed to have occurred.

Voluntary attendance in the Positive Alternatives Program among these 90 students was found to be excellent (average daily attendance was 89%).

## VI. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

1. Selection standards were not strictly adhered to. In one school the program was opened to volunteers whereas the original proposal specified a focus on high-risk students. At the cost of an 8 to 1 pupil-teacher ratio this is an unwarrented expense.

2. Some staff was chosen on the basis of seniority rather than familiarity or training in the area of drug education.

3. The degree of autonomy afforded the three schools was too great resulting in something less than a coherent program.

4. Late funding and lack of relevant materials such as drug experimental kits was evident.

5. The program was misunderstood by parents who viewed the kind of help that their children should be getting from the Positive Alternatives Program as academic, recreational, cultural, and social. These were not the primary aims of the program and reflect a lack of communication between schools and parents.

6. The presence of unsatisfactory factual information by the students concerning drugs leads to the conclusion that some misinformation is being generated within the program. This conclusion is consistent with the fact that irrelevant criteria were sometimes used in the selection of staff.

7. Student attitudes both toward school and toward drugs were indicative of favorable program impact.

### B. Recommendations

1. The program needs better organization and planning if it is to be continued.

   a) Seniority should not be used as a basis for staffing.
   b) The program should focus on high-risk students as was originally intended. Some formal procedure should be designed for identifying those students for whom the preventative program is necessary rather than appealing.
   c) Materials should be otrained early in the year which is contingent upon making funds available when they are needed.

2. Communication with parents should be improved in order to insure that they understand the purpose of the program.

3. Experiences such as the Drug Fair should be repeated and probably expanded since this was a strong feature of this year's program.

4. Efforts should be made to determine exactly how much the teachers themselves know about drugs before they become involved in teaching. Exposure of these students to misinformation can be very counter-productive.

5. A greater effort should be made to inform the elementary school students of the meanings of commonly used slang terms associated with drugs.

# HELPING HAND - REACH

## I. PROGRAM DESCRIPTION

The Helping Hand - Reach program in District 6, Manhattan operated in two Junior High Schools (JHS 164 and JHS 52) as well as out of the offices of District 6. A total of 200 sixth to ninth grade youngsters were involved in the program. Helping Hand operated during the regular school day in these schools, that is, from 8:40 A.M. to 3:30 P.M.. The program was designed to provide intensive preventive services for pupils who were in pre-suspension guidance conferences and those referred for administrative suspense cases. In addition, it was designed to help administration and school staff understand, to a greater degree, the special needs of the above-mentioned pupils. To this end, the program was to help create a supportive, functioning team relationship among pupils, schools, auxiliary staff and parents for maximum utilization of the skills of each in a program of treatment and prevention. Helping Hand was thus designed to provide rehabilitative and remedial services for pupils who are in continuous conflict with their school environment.

The program provided such things as (1) individual psychotherapy and/or counseling; (2) group psychotherapy; (3) a self-contained classroom for a group of disruptive ninth grade boys at one school (the class was set up as a joint effort between Helping Hand and the school itself, and the teacher for the class was paid out of the school's regular funds); (4) an effective liaison between the home and the school to share insights and techniques and to provide a unified approach to the child's school adjustment problem; (5) an effective liaison between the community and the school; and (6) curriculum assistance to help develop appropriate reading and mathematics programs for the pupils involved in Helping Hand.

The staff consisted of:

1 School Social Worker (the Project Director)
3 Parent Program Assistants
1 Teacher Curriculum Assistant

The program operated by having 1 parent program assistant assigned full-time to each of the 2 participating schools, and 1 parent program assistant functioning out of the offices of District 6. The curriculum assistant helped design programs for the students at both schools. The school social worker, who was the Project Director, trained and supervised the parent program assistants, conducted individual and group therapy sessions with students, provided Behavior Modification Approach training workshops for teachers, conducted seminars for parents and the community at large to get them more effectively involved in helping their children in school, and coordinated the entire project.

The Helping Hand program was also supposed to operate in JHS 143, but did so for only two months, November and December 1970. (In terms of overall numbers of children in the program, the case load of JHS 52 was substantially increased to offset the loss of students at JHS 143, and the total number of children actively enrolled in the program remained at 200.)

## II. PROGRAM OBJECTIVES

The official program objectives were as follows:

1. To result in grade level work in 80% of the enrollees.
2. To reduce absenteeism by 30%.
3. To develop more positive attitudes toward the learning experience and school personnel.

In addition to the above-stated objectives, the following goals were set forth by the School Social Worker and the parent program assistants:

1. To work with the parents and the community to get them more involved in the educational process of their children, with the ultimate goal of effectively changing the children's attitudes toward school.
2. To bridge the communication gap between the school and the family, whenever such exists.
3. To provide those social and psychological services which are necessary to raise the enrollees' academic achievement.

## III. EVALUATION OBJECTIVES

The evaluation sought to determine the following:

1. Did the enrollees' ratings in the areas of English, Social Studies, Math and Science for the school year ending June, 1971 improve over those of June,1970 for 80% of the enrollees?
2. Was the enrollees' absenteeism in 1970-71 30% lower than that of 1969-70?
3. Was the program effective in fostering more positive attitudes towards the learning process and school personnel?
4. Was there a supportive team relationship among pupils, school auxiliaries, and parents in accordance with the program's objectives?

## IV. METHODS & PROCEDURES

A. A conference was held at the outset of the evaluation between the Title I District Coordinator, the School Social Worker (who is the Project Director) and a member of the Teaching & Learning Research Corp. evaluation team. Conferences were also held between our evaluation staff and the parent program assistants involved in the program.

B. Repeated site visits by a member of the evaluation team were made to the two schools participating in the Helping Hand project. These visits were made to evaluate the organization, scope and implementation of the program, as well as to interview the personnel and students. In addition, a sample of administrative personnel in each school, who were not on the Helping Hand staff, were also interviewed.

C. Questionnaires were designed by the evaluation team and were administered to teachers, parents, staff and students. All questionnaires are reproduced in the Appendix. The results of these questionnaires, which covered all aspects of the program's objectives, were analyzed and reported quantitatively. The questionnaires and samples were as follows:

1. Students' Ideas About School Test: A 21-item questionnaire was completed by a random sample of 51 students in the program. It covered the following areas: feelings about school in general, as well as teachers and classmates; expectations about success in school and future schooling; and students' estimates of attendance and ability.

2. The Parent Questionnaire: Fifteen(15) parents of students in the program completed a questionnaire concerning their child's participation in the program. The parents were randomly selected from the two participating schools. (It was anticipated that questionnaires would be completed by the parents of 25 children enrolled in the program, but out of the more than 50 questionnaires sent out, only 15 parents responded).

3. The Teacher Questionnaire: An 8-item questionnaire was completed by the homeroom teachers of 22 students in the program. The questionnaire was composed mainly of items regarding the student's academic work as well as his school behavior and emotional problems, if any.

4. Staff Evaluation Questionnaire: An 8-item questionnaire was completed by all 5 staff members of the project, as well as by 7 guidance and/or administrative personnel in the schools served by the Helping Hand program. The questionnaire was composed of both multiple-choice and open-ended questions to assess both the project staff's and the regular school staff's perception of the program's effectiveness in various academic and behavioral areas, as well as its strengths and weaknesses.

5. School Records Data Scheet: This questionnaire was completed on the 170 students in the program for whom adequate data was available. Attendance records for last year and this year were compared, as were the final report card grades for the two years in the following academic subjects: English, Social Studies, Math and Science.

## V. RESULTS OF THE EVALUATION

### A. Description of the Functioning Program.

Many qualitative impressions were gained by the Teaching & Learning evaluation team during the site visits to the two participating schools, as well as from the staff evaluation questionnaires. The program operated from 8:40 A.M. to 3:30 P.M. in the schools and it appeared to provide intensive psychological services for the student population it was intended to serve. A supportive, functioning team relationship seemed, in our opinion, to be operating between pupils, parents, Helping Hand staff, and at least some school guidance and administrative personnel. At one school, however, judging from observations, interviews and questionnaires, there appeared to be some difficulties in the relationship between the Helping Hand staff, on the one hand, and the principal and guidance counselors on the other. (This difficulty, it seemed, was ultimately responsible for the suspension of the Helping Hand program altogether in JHS 143).

Both individual and group psychotherapy were provided by the Helping Hand staff, and a member of the evaluation team was present at several group psychotherapy sessions. These sessions, in our opinion, seemed to be an excellent and effective addition to the regular school guidance services for several reasons, including the facts that more youngsters can be reached at once; the students appeared to respond well to the group sessions and were anxious to attend; and problems common to each of the members were discussed, and the youngsters freely verbalized and tried to work out their problems. By and large, the evaluation team felt that the group psychotherapy approach may well prevent future acting-out, anti-social behavior, of a type that these youngsters had previously engaged in.

The self-contained classroom for disruptive, truant boys who were potential school drop-outs, was also observed by a member of the Teaching & Learning staff. The main stress of the program for these ninth grade boys, aside from their regular academic work, was in group dynamics. It was noted that the students were reasonably well behaved and that they functioned effectively in an atmosphere that was both flexible and permissive, yet highly structured in terms of a few basic rules that had to be followed. For example, no physical fighting was allowed, although a great deal of verbal exchange was heard. The teacher tolerated an unusually high noise level in the classroom as long as the students were able to respect each other (and the teacher) and allow everyone to express his own opinion. The students were encouraged to express their views on any and all topics, and the teacher used the boys' own interests as an effective springboard for class lessons and discussions.

The parent program assistants, who were responsible for the day-to-day work in their respective schools, were warm supportive people who were vitally concerned with improving the children's total lives. They were community residents and viewed the youngster's school problems as part of their total societal problems. The students actively enrolled in Helping Hand were free to call these paraprofessionals at home at any time, and they often did. The parent program assistants also made many visits to the homes or places of work of parents, when necessary.

A problem arose in one school because of the excessive absence of one parent program assistant for health reasons. Given the large number of cases handled and the small and, in our opinion, inadequate number of staff members for so ambitious a project, our evaluation team felt that this parent program assistant should have been replaced at the earliest possible moment to ensure the continuity of the program.

In general, therefore, the Helping Hand program, with its flexibility and resourcefulness, appeared to be a vital addition to the regular school guidance services.

## B. Results of the Questionnaires.

1. Students' Ideas About School Test (N=51): The item contents and percentages of students responding follow:

1. I like do not like school.
52% 48%

2. Teachers are nice are not nice to me.
34% 66%

3. My family cares does not care about how I am.
94% 6%

4. I learn a lot a little nothing in school.
42% 46% 12%

5. I am slow, average, smart in school.
14% 62% 24%

6. I expect to drop out graduate from high school.
8% 92%

7. I will will not go to college.
70% 30%

8. My classmates are are not my friends.
80% 20%

9. I get into many few no fights.
21% 42% 37%

10. I will fail none a few all of my subject on my next report card.
56% 35% 9%

11. I never sometimes always do my homework
14% 53% 17%

12. My classmates like me, do not like me.
82% 18%

13. I am absent from school very often sometimes never.
30% 45% 25%

14. I come to school late very often sometimes never.
22% 56% 22%

15. This year I enjoy school more less the same as last year.
34% 22% 44%

16. This year I am learning more less the same as last year.
40% 16% 44%

17. This year my teachers are nicer worse about the same as last year.
28% 24% 48%

18. This year my teachers pay me more less about the same attention as last year.
42% 30% 28%

19. I am am not in a special class.
45% 55%

20. My classmates enjoy school more than less than about the same as I do.
20% 17% 63%

21. My classmates fight in school more than less than about the same as I do.
52% 23% 25%

These results indicate that the enrollees have mainly positive attitudes towards this year's school experiences, with the exception of Item 2 (66% responded "Teachers are not nice to me").

2. Parents Questionnaire (N=15): Five (5) parents said their child does poorly in almost all aspects of school work (Item 1), while the remaining parents singled out one or two areas in which the child is doing poorly (Item 2). The areas with frequencies above 1 follow:

### TABLE 6

### PARENTAL VIEWS OF AREAS IN WHICH CHILD IS DOING POORLY

| Area | Frequency of Response |
|---|---|
| Reading | 4 |
| Writing | 3 |
| Math | 8 |
| Social Studies | 3 |
| Science | 7 |
| General classroom behavior | 7 |
| Behavior towards his teacher | 6 |
| Getting his homework done | 5 |
| Attitude towards school | 5 |

Item 3 was concerned with problems outside of school and the frequency of response was uniformly high, indicating that this group of parents was fully aware of their children's widely ranging personal, social and behavioral problems. Only one parent said his child had no problems outside of school.

Item 4 asked: "What kinds of help do you hope your child will receive from the Helping Hand program this year?" Eleven (11) parents had hopes for academic gains; 3 parents wanted better student and teacher relationships for their children; 2 hoped for better attitudes toward school; and 2 wanted their children to learn better self-control, specifically in the area of controlling their tempers.

Item 5 asked: "Does your child seem to be receiving the kind of help that he or she needs?" Eight (8) parents answered "Yes"; one parent said "No" and six (6) said "I don't know."

In general, the parents' responses indicate that their children manifest many academic problems, and an exceptionally wide array of behavioral problems. Many parents do not seem to know if their child is receiving the kind of help he or she needs from the program, but of those that do know, the vast majority believe he or she is.

3. Teacher Questionnaire (N=22): The teachers were asked to check the statements that apply to a particular child. Seven (7) teachers responded that the child is doing poorly in almost all aspects of school work (Item 1). Of those students doing poorly in only one or two areas of academic work, the only areas mentioned with any frequency were math (4 responses) and science (6 responses). Six (6) students were noted not to have any problems with the academic aspects of school (Item 3).

Item 4 listed school behavior problems and all areas of problems were listed at least three times, except for "excessive perfectionism." Those problems that appeared to be the most frequently found were general classroom behavior (10); general attitudes towards school (7); behavior towards his teacher (9); lateness (8); temper outbursts(12); emotional withdrawal (7); moodiness (9); and drug abuse (6). The teacher of only one child felt that "this child does not have any problems with his school behavior" (Item 5). However, the teachers of seven children felt "this child does not seem to need any clinical and guidance services" (Item 6). Of the children who do need these services, nine teachers responded that some form of psychotherapy was needed and one felt that other social services for the family were required (Item 7). Finally, Item 8 asked: "Does this child seem to be receiving the kind of help he or she needs from the Helping Hand program?" Twelve (or 67%) of the teachers said "Yes"; one said "No"; and five (or 28%) said "I don't know."

4. Staff Evaluation Questionnaire. We decided to present our questionnaire results separately for the project staff and the regular school staff because of the communication problems alluded to above. N=5 for the project staff; N=7 for the regular school staff (guidance counselors and principals).

The Helping Hand staff members were asked their duties in the project (Item 1), and then all staff members were asked how effective they felt the project was in various areas. The item contents and results for both groups follow:

## TABLE 7

## STAFF EVALUATION OF PROJECT EFFECTIVENESS

"How effective is your (the) project in:

2. accomplishing its objectives?

| Responses | Project Staff | School Staff |
|---|---|---|
| not effective | 0% | 14% |
| slightly effective | 0% | 42% |
| effective | 40% | 29% |
| very effective | 60% | 15% |

3. raising students' academic achievement?

| Responses | Project Staff | School Staff |
|---|---|---|
| not effective | 0% | 42% |
| slightly effective | 40% | 29% |
| effective | 40% | 29% |
| very effective | 20% | 0% |

4. improving students' classroom behavior?

| Responses | Project Staff | School Staff |
|---|---|---|
| not effective | 0% | 29% |
| slightly effective | 20% | 29% |
| effective | 60% | 29% |
| very effective | 20% | 13% |

5. improving students' attitudes toward school?

| Responses | Project Staff | School Staff |
|---|---|---|
| not effective | 0% | 42% |
| slightly effective | 0% | 29% |
| effective | 40% | 29% |
| very effective | 60% | 0% |

6. increasing parents' understanding of their children's needs and problems?

| Responses | Project Staff | School Staff |
|---|---|---|
| not effective | 0% | 42% |
| slightly effective | 20% | 29% |
| effective | 20% | 0% |
| very effective | 60% | 29% |

7. obtaining special educational, health, and other needed community services for the students?"

| Responses | Project Staff | School Staff |
|---|---|---|
| not effective | 20% | 29% |
| slightly effective | 40% | 29% |
| effective | 40% | 42% |
| very effective | 0% | 0% |

Item 8 asked all the staff members to describe the strengths and weaknesses of the Helping Hand program, as well as any changes they felt should be made in it. Both project and school staff saw similar strengths of, among other things, therapeutic relationships between the staff and the children; effectiveness of group psychotherapy; good personnel; effecting more positive attitudes towards school; and home visits to forge a closer relationship between the parents of the pre-suspension children and the school.

Both groups listed insufficient staff as a weakness of the program, as well as poor communication between the two groups. The project staff listed, in addition, lack of uniformity in supervision and lack of special services for students, including tutorial and recreational facilities. The school staff noted as major weaknesses the erratic attendance of some personnel and little feedback from the project staff to the school staff. They also thought the implementation of the program could be more effective. The changes suggested by both groups were those that were necessary to overcome the above stated weaknesses of the program.

5. School Records Data Results (N=170)

a. Sex: Males = 117, or 69%
Females = 53, or 31%

b. Age Range: 12-16

c. Grade Range: 7-9

d. Absences: Of the 143 youngsters with adequate records of absences, 67% showed reduced absenteeism in 1970-71, as compared to 1969-70; 20% increased; and 3% were unchanged.

e. Academic Subjects. The students' 1971 versus 1970 year-end report card grades were analyzed. The areas and results follow:

TABLE 8

STUDENTS' 1971 VS. 1970 YEAR-END REPORT CARD GRADES

| Area | Direction Change | Percentage of Change |
|---|---|---|
| English | Increase | 54% |
| | Decline | 23% |
| | Remain the Same | 23% |
| Social Studies | Increase | 56% |
| | Decline | 28% |
| | Remain the Same | 16% |
| Mathematics | Increase | 57% |
| | Decline | 27% |
| | Remain the Same | 16% |
| Science | Increase | 57% |
| | Decline | 24% |
| | Remain the Same | 19% |

## VI. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

1. Students generally hold positive attitudes about school.
2. The enrollees in the program were judged to be in need of the services provided.
3. The program was very effective in reducing absenteeism.
4. In all academic areas, the majority of students attained higher report card grades in 1971 that they did in 1970. However, they did not reach the program goal of having 80% of the enrollees attain higher grades.
5. The program is an innovative, ambitious attack on problems of pre-suspension children who are judged to be high drop-out risks.

### Recommendations

1. Expansion of the staff to include a Project Coordinator, one male and one female Parent Program Assistant for each school, one teacher curriculum assistant for each school, and one secretary for the overall program.
2. Additional self-contained classrooms, similar in structure and scope to the one in operation this past year.
3. More group therapy sessions so that each youngster in the program can be seen at least once a week.
4. Increased parent involvement in the program.
5. Closer supervision of paraprofessionals by the program director.
6. More effective coordination with regular school guidance services.
7. Increased communication between the regular school personnel and the community-based Helping Hand staff.

# TRIPLE S

## I. PROGRAM DESCRIPTION

The Triple S class in District 6, operated in Public School 49 from October 8, 1970 until the end of the school year. The class met from 9 A.M. to 2:15 P.M. Monday through Friday, and from 2:15 to 3:30 there was a daily staff conference. A total of 13 boys were involved in the program. However, the program proposal had indicated that 100 children would be in the project. The program was designed to provide a special class for fourth to sixth graders who had been formerly suspended from their regular classrooms. Boys entering this class received the regular services of a school psychologist and a guidance counselor, as well as consulting services from an outside psychiatrist (who was not paid for out of the project budget.) The classes handled no more than ten children at a time, as originally planned, and a teacher, helped by sometimes 1 and sometimes 2 educational assistants, provided small group instruction and programs especially designed to meet each child's needs. Reading and mathematics instruction were stressed. Non-academic activities included physical education, arts and crafts and trips. The psychological team provided training for the teacher and educational assistants, and in the daily staff conference the day's activities and problems were discussed and analyzed and the needs of the individual children were worked out for the following day. (All staff were present for a weekly meeting with the consulting psychiatrist. At the other four sessions, they met without him.)

The project proposal indicated that the children were to spend no less than one month nor more than 6 months in this class. However, the majority of the students were in the Triple S class for the full school year.

The staff, paid from project funds, consisted of:

1 teacher
2 educational assistants
1 school psychologist (3/5)
1 secretary

In addition, the project coordinator (guidance counselor) served the program on a full-time basis. He was paid out of tax-levy funds, however.

The daily schedule of the class was approximately the following:

| | |
|---|---|
| 9-9:30 | Snacks - free play |
| 9:30-11 | Math and reading |
| 11-11:30 | Group therapy or class meeting |
| 11:30-12 | Lunch in room |
| 12-12:30 | Free play |
| 12:30-2:15 | Leave for gymnasium or swimming pool for physical education period |
| 2:15 | Dismissal |

## II. PROGRAM OBJECTIVES

The official program objectives were:

1. To provide experiences which would allow the child to return to a regular school setting;

2. To effect positive attitudes of pupils towards school through the use of individualized program instruction as evidenced by greater interest in school work and improved pupil attendance records;

3. To improve academic skills in reading and mathematics through a program of individualized instruction including remedial instruction.

## III. METHODS AND PROCEDURES

If the program were like that which was intended, then so too, would our evaluation have been the one originally proposed. But, the realities of this project forced us to adopt an entirely different approach. For instance, data-gathering approaches called for when a project serves 100 children (as the proposal had indicated it would) are very different from those suited for a 13-child project (as the program actually was).

Rather than attempt to evaluate the project "as it was supposed to be," we decided to evaluate the program as it actually was.

A. A conference was held at the outset of the evaluation among the school psychologist, the guidance counselor-coordinator and a member of the evaluation team. Conferences were also held with the teaching staff and the consulting psychiatrist.

B. Extensive site visits were made to evaluate the organization, scope and implementation of the program.

C. Questionnaires were designed by the Teaching & Learning Research Corp. evaluation team and were administered to the classroom teacher and the rest of the professional staff. All questionnaires are reproduced in the Appendix. The results of these questionnaires were analyzed and reported quantitatively whenever possible. (That is, whenever sufficient data was available to do a meaningful analysis). The questionnaires and samples were as follows:

1. Teacher's Questionnaire. For each of the children in the program, an 8-item questionnaire was completed by the Triple S teacher. The questionnaire was administered twice, once in February 1971 and again in June 1971. The first set of questionnaires were considered "pre-tests" and the second set were "post-tests." The items were concerned mainly with the enrollee's academic work, school behavior, and emotional problems, if any.

2. Staff Evaluation Questionnaire. An 8-item questionnaire was completed by the 5 staff members involved with the proposal. The questionnaire was composed of both multiple-choice and open-ended questions to assess the staff's

perception of the program's effectiveness in various academic and behavioral areas, as well as its strengths, weaknesses, and needed changes.

3. School Records. Project staff were asked at the outset of the study to provide us with the 1969-70 and 1970-71 school records of all program enrollees. The counselor-coordinator and the school psychologist agreed to do so. However, this information proved to be so sparse and/or unavailable that no meaningful analyses could be undertaken. The Teaching & Learning Evaluation Staff felt that this project staff's cooperation was clearly lacking in this regard.

## IV. RESULTS OF THE EVALUATION

### A. Description of the Functioning Program

Many qualitative impressions were gained by the Teaching & Learning evaluation team during repeated site visits and interviews, as well as from the questionnaires. In general, it can be said that the project failed in its intended mission, i.e., the provision of psychosocial and educational services to approximately 100 children. Instead, it reached only 13 children, resulting in a unit cost far above acceptable limits. On the other hand, however, the program was a successful one in some respects, i.e., we observed a high quality program being offered to a very needy and responsive group of 13 troubled youngsters.

The Triple S class was inadequately housed in the front half of a classroom. (The back half of the room was used for "dead storage" of musical instruments.) There was no blackboard and little space for the boys to move around in. Despite these environmental shortcomings, however, the class provided academic remediation, individualized instruction and psychological services for seriously disturbed and/or disruptive children who could not function in the usual class setting and who were either suspended or about to be suspended from school. The class was a small one; the staff to pupil ratio was high (5 to 13) and each child's program was individually designed to meet both his psychological and academic needs. The class was a highly structured one, which had an excellent effect on the disruptive and acting-out boys in it, and no outside observer would have believed that this class contained the most difficult behavior problem children in the school district. A high degree of staff cohesiveness was observed by our evalutation team, and disciplinary problems were handled creatively and effectively. It was also observed that the Triple S staff had a uniformity of purpose, and that the children were unable to manipulate the staff in any way, thus further providing for excellent and necessary structure in their school life. (These disturbed children typically had previous histories of manipulating others in an antisocial manner.)

Group therapy sessions were held with the children for three weekly half-hour periods, and "class meetings" to discuss common classroom problems were held twice a week. However, despite the advantages of a school psychologist three-fifths time for one class, no individual psychotherapy was offered the children because of a lack of space for this. In our opinion, this represented gross underutilization of the psychologist's services.

One of the project's original goals was a 60% return-to-normal-class rate. Of the 13 enrollees, only 4 were discharged by June. Thus, the program failed to accomplish this goal. A related evaluation goal was to discover what distinguished the successful enrollees from the unsuccessful. This task proved to be impossible because of the small number of children involved.

### B. Results of the Questionnaires

1. Teacher's Questionnaires. Initial, or pre-test, questionnaires were collected in February 1971 for 9 of the enrollees. Final, post-test, questionnaires were obtained in June 1971, for 13 of the enrollees. Both of these figures represented the entire class roster during those months.

The teacher was asked to check the statements that apply to each child, both in February and again in June. For both pre- and post-questionnaires, the teachers felt that the majority of the enrollees were doing poorly in almost all aspects of school work. (6 out of 9 on the pre-test and 12 out of 13 on the post-test) (Item 1). Of those students doing poorly in just a few areas of academic work, reading and mathematics were the only two areas singled out (Item 2). No children were judged to have no academic problems (Item 3).

Item 4 listed school behavior problems and both times the teacher noted that the majority of the children manifested a great many of the problems listed. The most frequently noted behavioral problems of the children were: speech and communication; general classroom behavior; general attitudes toward school; behavior towards his teacher; behavior towards his classmates; lateness; temper outburst; emotional withdrawal; excessive emotional sensitivity; fighting; moodiness; emotional depression; nervousness and anxiety; excessive need for attention and/or approval; and submitting his homework. None of the children were judged, at either time, to be free of school behavior problems, (Item 5), or not to need clinical or guidance services (Item 6). All were deemed to need such services (Item 7) and the service of choice was some form of psychotherapy.

Finally, Item 8 asked, "Does this child seem to be receiving the kind of help he needs from the Triple S program?" On the pre-test, the teachers answered "Yes" for 44% of the children and "No" for 55% of the children. On the post-test, the teacher said "Yes" for only 15% of the children; "No" for 53% of the children; and "I don't know" for the remaining 32%.

The Triple S teacher indicated, therefore, that the enrollees were children with multifaceted academic and behavioral problems and all were in need of clinical services. These problems did not seem to be alleviated by the end of the school year, as evidenced from a comparison of pre- and post-test scores; nor was the teacher confident that the program was fully capable of providing the needed services.

In our view, these results suggest that the children were offered the kinds of services they needed, but that the hoped for improvements had not yet manifested themselves by June when the second teacher rating was undertaken. This is not surprising, judging from the chronicity and severity of the children's problems. Only a larger program of therapy could be expected to have a deep and lasting impact on such children.

2. Staff Evaluation Questionnaire. After being asked their duties in the project (Item 1), the staff members were asked how effective they felt the project was in various areas. The item contents and results follow:

### TABLE 9

### STAFF EVALUATION OF PROJECT EFFECTIVENESS

| Item No. | "How effective is your project in: Content | Not Effective | Slightly Effective | Effective | Very Effective |
|---|---|---|---|---|---|
| 2. | "...accomplishing its objectives?" | | | 3 | 2 |
| 3. | "...raising students' academic achievement?" | | 1 | 4 | |
| 4. | "...improving students' classroom behavior?" | | | 4 | 1 |
| 5. | "...improving students' attitudes towards school?" | | 1 | 4 | |
| 6. | "...increasing parents' understanding of their childrens' needs and problems?" | | 3 | 2 | |
| 7. | "...obtaining special educational, health, and other needed community services for the children?" | | 2 | 2 | 1 |

The staff thus viewed their project as being generally effective in most areas, although less effective in increasing parents' understanding of their childrens' needs and problems, as well as in obtaining outside services for the children.

The staff members were also asked to describe the strengths and weaknesses of the program, and any changes that should be made. The strengths mentioned included the staff's cooperation and cohesion, the stress on interpersonal relationships in the class and the psychological assistance afforded the enrollees. Weaknesses included a lack of classroom space and materials and low parent and community involvement in the project. The changes envisaged were those necessary to correct the above-mentioned weaknesses.

## V. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

This project served only 13 children with the same staff it was funded to handle 100 children. Thus, an unacceptable unit-cost resulted, leading us to judge the program as being an unsuccessful one in most regards. It failed, further, to return 60% of its enrolless to regular classes (only 4 out of the 13 enrollees were discharged by June 1971). Staff underutilization (especially where psychological services were concerned) was another noteworthy problem. Because of the small number of children involved, and the inadequacy of "hard data" available to us, we could not determine what attributes differentiated the discharges from the remaining enrollees.

B. Recommendations

1. If the program cannot be substantially renovated it should be terminated.

2. The first alteration should be such as to insure a full compliment of students in order to bring per pupil cost down to an acceptable level.

3. Physical facilities for group and individual counseling need to be increased and fully utilized.

4. Some coordination should be provided in order to insure cooperation in gathering data.

# DISTRICT CAREER RESOURCE CENTER

## I. INTRODUCTION

It is an accepted truism in educational psychology that when individuals are provided with a clearer knowledge of means-ends relationships, their motivation and effectiveness are increased.

The means-ends relationships involved in public school education and subsequent vocational life are generally unknown to, or incompletely understood by, most inner city students.

The District Career Resource Center project attempted to expose children to a wide array of experiences designed to clarify the paths from school to job and to thereby improve tomorrow's vocational careers of today's students.

## II. PROGRAM DESCRIPTION

The program was designed to provide knowledge for approximately 2,000 pupils in grades 5, 6, 7 and 8 in the following areas:

1. Occupation
2. Educational Choices
3. Procedures for applying for jobs and to college

A cooperative University-Industry-District program was established to assist in program and material development for the expansion of occupational awareness in the schools.

Participating schools included IS 38, JHS 139, IS 55, and PS 31. Participating community institutions included Equitable Life, Western Electric, Chemical Bank, and Prospect Hospital.

Visits to these community agencies and visits to the schools by those agencies' representatives were employed. In-service courses were conducted for teachers and guidance counselors. Workshops for parents and community residents were planned, as were visits to industries and colleges.

## III. PROGRAM OBJECTIVES

1. To provide program enrollees with knowledge in the areas of occupations, educational choices, and procedures for applying for jobs and to college.

2. To increase the pupils' level of vocational maturity.

3. To explore sex differences in the acquisition of vocational knowledge.

## IV. EVALUATION OBJECTIVES

1. To determine the extent to which the program produced increased knowledge in the areas of occupations, educational choices, and procedures for applying for jobs and to college.

2. To determine the program's effectiveness in increasing pupils' vocational maturity.

3. To determine the presence of sex differences in the acquisition of vocational knowledge.

## V. METHODS AND PROCEDURES

1. Site visits to all of the schools and agencies involved in the program. These visits involved observations of ongoing activities, interviews with program staff, students, and representatives of cooperating community agencies.

2. Staff Evaluation Questionnaires.

3. A Vocational Maturity and Knowledge Test was developed and administered to a sample of enrollees and to a control group.

4. A Medical Knowledge Test was developed and administered once before a group of students was exposed to a hospital careers course of study (pre-test) and again after this course of study (post-test).

5. Sex differences in test results were analyzed.

## VI. RESULTS OF THE EVALUATION

Before turning to an analysis of our test and questionnaire data, we will report our overall impressions gained from our site visits, observations, and interviews.

We found this very complicated, multi-faceted program to be very well planned, carefully and enthusiastically carried out, and staffed by competent school professionals and cooperative community agency representatives. The students obviously enjoyed, appreciated, and greatly profited from their participation in the program.

The staff were extremely open to, and helpful with, our evaluation. They were very proud of their project and eagerly willing to have their work evaluated and reported on.

The community agencies involved participated whole-heartedly in providing the children with a thorough look at, and a greater appreciation of, the adult world of work.

The program's impact in the area of high school choice was very evident. What, in this community, typically had been a poorly informed choice among its graduating junior high school students, we saw become transformed into a serious, well-thought-out choice among the program participants.

We saw students' enraptured acquisition of knowledge about the vast array of obtainable vocational goals. Jobs they had never even heard of suddenly became real possibilities for these youngsters. Forbidding barriers between themselves and the adult working world seemed to melt away. A more mature self-picture and a more realistic image of their future educational and vocational potentials clearly resulted as the program progressed.

These results were most clearly evident among those enrollees who participated in the BOAT (School-Business Partnership) aspect of the program. Other aspects of the program accomplished similar results but apparently less intensively.

Monthly workshops and trips for parents served to intensify the program's impact by carrying its influence into the home.

A library of audio-visual materials was established which could extend the program's effects to all interested district schools.

Opportunities for teachers and counselors to gain expertise in the areas of occupational and career awareness were developed through the cooperation of Fordham and New York Universities.

We found many other exciting and apparently very worthwhile aspects of the project. These included the Living Witness Program (involving minority group business representatives encouraging students to stay in school), and the use of Big Brothers who accompanied children on various trips.

## THE SAMPLES, QUESTIONNAIRES AND TESTS

### A. The Staff Questionnaires

Twenty project staff members completed staff questionnaires. They included the director, 1 principal, 3 assistant principals, 5 guidance counselors, 6 teachers, 1 audio-visual specialist, and 3 paraprofessionals.

Item 1 asked the staff member to "Please briefly describe your duties in this project." The staff's responses were fully consistent with our observations, the program's objectives, and their professional or paraprofessional training and work assignments.

Items 2-7 were multiple-choice questions to which the staff members were invited to respond, concerning various aspects of their program, with the following response-options:

a) not effective
b) slightly effective
c) effective
d) very effective

The questions and the percentages of the 19 staff respondents who answered with each of the aforementioned response-options are listed in the following table.

## TABLE 10

## DISTRICT CAREER RESOURCE CENTER STAFF MEMBERS' JUDGMENTS OF THEIR PROGRAM'S EFFECTIVENESS

| Questions | % Responses | | | |
|---|---|---|---|---|
| | (a) | (b) | (c) | (d) |
| How generally effective do you feel your project is in ... | | | | |
| 2...accomplishing its objectives? | 0 | 0 | 35 | 65 |
| 3...raising students' academic achievement? | 0 | 5 | 65 | 30 |
| 4...improving students' classroom behavior? | 0 | 5 | 90 | 5 |
| 5...improving students' attitudes towards school? | 0 | 5 | 55 | 40 |
| 6...increasing parents' understanding of their children's needs and problems? | 5 | 35 | 50 | 10 |
| 7...obtaining special educational, health, and other needed community services for the students? | 5 | 40 | 35 | 20 |

These results indicate that the staff generally felt their program to be successful in accomplishing most of its goals. However, they were less than fully satisfied in its ability to increase parents' understanding of their children's needs and problems and in obtaining special services needed by the students. Evidently, they felt that the program was effective in achieving what could be achieved within the confines of the school, but that it did not obtain as much parental and community involvement as they would have liked it to obtain.

Item 8 asked that staff members to indicate what they believed were the program's a) major strengths, b) major weaknesses, and c) needed changes.

The most frequently mentioned major strengths were (1) development of awareness among students of the decision-making considerations involved in job choice and educational planning, (2) the opportunities the program offered the students in the way of exposure to the actual world of work, and (3) the warm and supportive relationships that emerged between the students and adults involved.

The most frequently mentioned major weaknesses were insufficiencies in staff, host agencies, trips, parental invovlement, and in coordinating program experiences with all aspects of the child's present and future education.

The most frequently mentioned recommendations for change in the program were: expansion of the program's operations and offerings, getting more parental involvement, more industrial visits, convincing principals to place a greater value on the program's offerings.

In our judgment, the staff's perceptions of the program's strengths, weaknesses, and needed changes are fully accurate and should enter into future programming.

### B. The Medical Careers Test

The Medical Careers Test was developed by our evaluation staff for use with one sixth grade class who were about to be exposed to a medical careers course of study that was developed in cooperation with a local hospital. The test was administered twice, as a pre-test given prior to this course of study and as a post-test administered after the course was completed.

There were 29 students in the class but only 21 students completed both the pre-test and the post-test. Since growth, rather than absolute knowledge, was our focus here, the results of only those 21 students will be reported.

Part I of the test asked students to list two things done in a hospital by the following: a) laboratory technician, b) medical secretary, c) nurse's aide, d) physical therapist, and e) hospital administrator. Thus, there were ten answers called for; each scored one point if correct.

The pre-test and post-test scores of these 21 students' scores distributed themselves as follows:

TABLE 11

RESULTS OF THE MEDICAL CAREERS TEST PART I

| Scores | Number of Children<br>Pre-Test | <br>Post-Test |
|---|---|---|
| 1 | 3 | 0 |
| 2 | 3 | 0 |
| 3 | 4 | 0 |
| 4 | 1 | 1 |
| 5 | 3 | 0 |
| 6 | 5 | 0 |
| 7 | 2 | 1 |
| 8 | 0 | 1 |
| 9 | 0 | 2 |
| 10 | 0 | 16 |
| Mean Scores = | 4.0 | 9.4 |

The results here were very impressive. On the pre-test the average child obtained four correct answers whereas on the post-test, the children's average number of correct responses was 9.4. This indicates, obviously, that this course of study resulted in a very high rate of learning. Consequently, for this subsample, the project can be said to have succeeded, as intended, in increasing occupational knowledge and vocational maturity.

Part II of the test provided the students with a list of nine hospital careers: doctor, x-ray technician, porter, inhalation therapist, receptionist, ambulance attendant, social worker, dietician and optician. The students had to select from this list which occupation is most concerned with the following activities: (1) "I help people with family problems when they are in the hospital." (2) "I would help someone who has trouble breathing." (3) "I make eyeglasses."

The pre-test and post-test scores of the 21 students distributed themselves as follows:

TABLE 12

RESULTS OF THE MEDICAL CAREERS TEST PART II

| Scores | Number of Children | |
|---|---|---|
| Scores | Pre-Test | Post-Test |
| 1 | 2 | 0 |
| 2 | 2 | 0 |
| 3 | 6 | 1 |
| 4 | 7 | 5 |
| 5 | 4 | 15 |
| Mean Scores = | 3.4 | 4.7 |

These results also are indicative of a successful rate of learning, but are not as impressive as those found in Part I. The reasons for this would appear to be that this section of the test was too easy. That is, most of the chilren knew most of the answers before the course of study was begun. Consequently, there was not enough room for improvement to register as much learning as had actually occurred. Nonetheless, we can conclude that this aspect of the training course was a very beneficial one and achieved the project's stated goals.

Part III of the Medical Careers Test invited the students to "Name three medical acreers which you find interesting and tell what you like about these careers." The results indicated clearly (in qualitative, rather than quantitative, terms) that following their course of study, the children were much more aware of and interested in a wider array of medical occupations. We felt these results to be indicative of the program's success in increasing vocational maturity.

There is no doubt, in our evaluation staff's opinion, that this was a very fruitful course of study!

## C. The "Job Choice" Test

A "Job Choice Test" was administered to two groups of Junior High School students, one group consisting of a sample of program participants (the Experimental Group), and the other of non-participants (the Control Group). Of the 65 students in the Experimental Group, 29, or 45%, were males, and 36, or 55%, were females. The Control Group, on the other hand, consisted of a total of 20 non-participants, twelve of whom were males and 8 of whom were females. All the students were seventh graders. The ages of the pupils sampled in the Experimental Group ranged from 12 to 14 while those in the Control Group were aged 12 through 15. Sex-ratio differences between the two groups were large enough to render the groups less than ideally matched, but still comparable in most important respects.

Table 13 is a summary of the job choices of the Experimental Group showing first, second, third, fourth and fifth choices, and further divided according to sex.

TABLE 13

EXPERIMENTAL GROUP'S JOB CHOICES (BY PERCENTAGES)

| Job Choices / Choices / Sex | 1st | | 2nd | | 3rd | | 4th | | 5th | |
|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F |
| (a) police officer | 17 | - | 7 | - | 7 | 3 | 3.5 | - | 3.5 | - |
| (b) medical doctor | 14 | 6 | - | - | 7 | - | - | 3 | - | 6 |
| (c) dancer | - | 6 | 3.5 | 11 | - | - | 3.5 | 11 | - | 8 |
| (d) singer | 3.4 | 3 | - | 8 | 11 | 11 | 7 | 6 | - | 3 |
| (e) actor/actress | - | 6 | 3.5 | 11 | - | 5.5 | - | 6 | 7 | 6 |
| (f) teacher | 3.4 | 8 | 3.5 | 17 | 3.5 | 5.5 | 11 | 3 | - | 8 |
| (g) taxi driver | - | - | 3.5 | 6 | 3.5 | - | 7 | - | 3.5 | - |
| (h) nurse | - | 19 | - | 11 | - | 17 | - | 6 | - | 6 |
| (i) secretary | - | 28 | - | 8 | - | 8 | 7 | 14 | 3.5 | 8 |
| (j) professional athlete | 24 | - | 21 | 3 | 11 | - | - | - | 3.5 | 3 |
| (k) carpenter | - | - | - | - | 7 | - | - | - | 3.5 | - |
| (l) electrician | - | - | 7 | 3 | 11 | - | 7 | - | 3.5 | - |
| (m) bank teller | 3.4 | - | 7 | - | 3.5 | 3 | - | 3 | - | 2 |
| (n) artist | 3.4 | - | 3.5 | 3 | - | 6 | 11 | 3 | 3.5 | - |
| (o) social worker | - | - | - | 3 | 3.5 | 8 | - | 3 | - | 3 |
| (p) computer programmer | 7 | - | 11 | 3 | - | 6 | 3.5 | 3 | 11 | 6 |
| (q) hair dresser | - | 6 | - | - | - | - | - | 6 | - | 8 |
| (r) fashion designer | - | - | - | 6 | - | 14 | - | 11 | - | 8 |
| (s) architect | 3.4 | 3 | 3.5 | - | - | 3 | 3.5 | 3 | 7 | - |
| (t) farmer | - | - | 7 | - | - | - | 3.5 | - | 7 | 3 |
| (u) store owner | 3.4 | - | 3.5 | - | - | 3 | 3.5 | - | - | 3 |
| (v) mechanic | 7 | - | 3.5 | - | 7 | - | 3.5 | - | 7 | - |
| (w) lawyer | 3.4 | 11 | 7 | 3 | 14 | 5.5 | 11 | 14 | 18 | 3 |
| (x) writer | 3.4 | - | - | - | - | 3 | 3.5 | 3 | 3.5 | 3 |
| (y) cook | - | - | - | - | - | - | - | 3 | - | 3 |
| (z) scientist | 3.4 | 3 | 3.5 | 3 | 11 | - | 11 | 3 | 14 | 6 |
| N = | 29 | 36 | 28 | 36 | 28 | 36 | 28 | 36 | 28 | 36 |

As their first choice, the Experimental Group as a whole seemed to favor a career as a medical doctor. The second choice which seemed to be the most outstanding, was that of the professional athlete. For the third choice, singing appeared to be the most appealing profession. It was apparent that the prospect of becoming a lawyer was preferred over the remaining careers for both the fourth and fifth choices.

Of the 26 selections afforded from which to choose, for first place, the female portion of the Experimental Group seemed to prefer secretarial work. The profession which took second place for the women was teaching. The third, fourth, and fifth positions were held by nursing, third choice; law and secretarial work were tied for fourth choice; and five professions, dancing, teaching, secretarial work, hair dressing, and fashion design were tied for fifth choice. The males, on the other hand, selected a professional athlete as their first and second job preference. For their third choice, law seemed to be the most desirous alternative. Fourth place was divided among four fields: teaching, art, law and science. The favored career for fifth choice of the boys was law, once again.

In Table 14 a summary of the Control Group job choices may be found.

## TABLE 14

### CONTROL GROUP'S JOB CHOICES (BY PERCENTAGES)

| Job Choices / Choices | 1st | | 2nd | | 3rd | | 4th | | 5th | |
|---|---|---|---|---|---|---|---|---|---|---|
| Sex | M | F | M | F | M | F | M | F | M | F |
| (a) police officer | 33 | 12.5 | 8 | - | - | - | - | - | - | - |
| (b) medical doctor | - | - | 17 | 12.5 | - | - | 25 | - | 8 | - |
| (c) dancer | - | 25 | 8 | - | - | - | - | - | - | 25 |
| (d) singer | - | 25 | - | 12.5 | - | - | - | - | 8 | - |
| (e) actor/actress | - | - | - | - | - | 25 | - | 25 | - | 12.5 |
| (f) teacher | 17 | - | - | - | 8 | - | - | 25 | - | 12.5 |
| (g) taxi driver | 8 | - | 8 | - | 8 | - | 25 | - | - | - |
| (h) nurse | - | - | - | - | - | 12.5 | - | - | - | 12.5 |
| (i) secretary | - | 25 | - | - | - | 12.5 | - | - | - | - |
| (j) professional athlete | 8 | - | - | - | - | - | - | - | - | - |
| (k) carpenter | - | - | 17 | - | - | - | - | - | - | - |
| (l) electrician | 17 | - | - | - | 17 | - | - | - | 8 | - |
| (m) bank teller | - | - | - | 12.5 | 25 | - | - | 12.5 | - | - |
| (n) artist | - | 12.5 | 8 | - | - | - | - | - | 8 | 12.5 |
| (o) social worker | - | - | - | - | - | - | - | - | - | - |
| (p) computer programmer | - | - | - | - | 8 | 12.5 | 8 | - | 25 | - |
| (q) hair dresser | - | - | - | - | - | 25 | - | 12.5 | - | - |
| (r) fashion designer | - | - | - | 62.5 | - | - | - | - | - | - |
| (s) architect | - | - | - | - | - | - | 8 | - | - | - |
| (t) farmer | - | - | - | - | - | - | 8 | - | 17 | - |
| (u) store owner | - | - | - | - | 8 | - | 8 | 12.5 | 8 | - |
| (v) mechanic | 8 | - | - | - | 8 | - | 8 | - | - | - |
| (w) lawyer | 8 | - | 33 | - | - | - | - | 12.5 | 17 | 12.5 |
| (x) writer | - | - | - | - | - | 12.5 | - | - | - | 12.5 |
| (y) cook | - | - | - | - | - | - | - | - | - | - |
| (z) scientist | - | - | - | - | 17 | - | 8 | - | - | - |
| N = | 12 | 8 | 12 | 8 | 12 | 8 | 12 | 8 | 12 | 8 |

The only profession which, for first choice, appeared to be mutually appealing to both the males and the females in the Control Group was that of a police officer. For the second choice the sole career chosen by both sexes was that of the medical doctor. The profession which seemed to be the most inclusively desirable as a third choice was computer programming. In the fourth position, store ownership was apparently the only path agreed on by both boys and girls. Law was the fifth choice.

The female students sampled in the Control Group were divided among dancing, singing and secretarial work as their choice for first position. Fashion designing was chosen by a goodly percentage of the females as the second career they would most like to pursue. Acting and writing occupied the top position for the third job choice. The fourth choice was divided between the careers of teaching and acting. Dancing held the fifth position for the females on this test.

As far as the males in the Control Group were concerned, a job as a police officer seemed to be the most desirable one for first choice. The profession which was most often listed for second choice by the males was law. For their third choice the boys seemed to find a career as a bank teller the most appealing. Becoming a medical doctor and/or a taxi driver held fourth place in the male's selection of job choice. The fifth choice was that of a computer programmer.

It is apparent that, even with the vast amount of information that has been broadcast via the mass media and by groups such as Women's Liberation, for these youths, occupations are still traditionally sex-typed.

### D. Vocational Maturity and Knowledge Test Results

A "Vocational Maturity and Knowledge Test" was administered to the same sample of 65 program participants (Experimental Group), and to the same 20 non-participants (Control Group). The test consisted of nine questions for which, if the student answered correctly, he/she received a total score of 10. Following is a duplicate of the examination administered to both groups of students.

## VOCATIONAL MATURITY AND KNOWLEDGE TEST

Choose the answer that best completes the sentence.

1. Two reasons why people lose jobs most are:
   ________________________________ and ________________________________
   a) fighting b) making mistakes c) absences d) stealing e) lateness

2. You need more than a high school diploma to be: ________________________
   a) bank teller b) a secretary c) a telephone operator d) an architect
   e) a construction worker

3. Who can best help you with information about what high school to attend: ________________
a) your mother b) teacher c) guidance counselor d) friend

4. If you are interested in a medical career the most important subject for you to take in high school is: ________________
a) art b) history c) algebra d) biology e) English

5. Which is the best example of a job family: ________________
   a) doctor, nurse, singer
   b) principal, teacher, teacher's aide
   c) farmer, mechanic, athlete
   d) business man, teacher, actor

6. The most important thing that an interviewer looks for in an applicant is: ________________
a) intelligence b) agreeableness c) attractiveness d) neatness
e) qualifications for the job

7. Put these types of schools in the order in which you attend them:
(community college, elementary school, junior high school, high school, graduate school, college)
1________________
2________________
3________________
4________________
5________________
6________________

8. Which of these will NOT be asked for on a high school application: ________________
a) grades b) high school choice c) number of days late d) career goal
e) sports you'd like to play

9. What should you consider most besides salary before taking a full-time job: ________________
a) opportunity for advancement b) coffee breaks c) kind of office building
d) length of vacation e) friends working there

The following table presents the number and percentage of correct responses for the Experimental and Control groups:

## TABLE 15

## VOCATIONAL MATURITY AND KNOWLEDGE TEST

### % OF CORRECT RESPONSES
### OF THE EXPERIMENTAL AND CONTROL GROUPS

| Item No. | Experimental Group (N = 65) | | Control Group (N - 20) | |
|---|---|---|---|---|
| * 1 | N = 19 | 29% | N = 4 | 20% |
| 2 | N = 48 | 73% | N = 1 | 5% |
| 3 | N = 62 | 95% | N = 14 | 70% |
| 4 | N = 52 | 80% | N = 12 | 60% |
| 5 | N = 53 | 81% | N = 6 | 30% |
| 6 | N = 53 | 81% | N = 6 | 30% |
| 7 | N = 32 | 49% | N = 1 | 5% |
| 8 | N = 45 | 69% | N = 6 | 30% |
| 9 | N = 49 | 75% | N = 10 | 50% |

* Item #1 was worth 2 points, since it had two parts. In this table, N = 19 means that 19 people answered both parts correctly.

It can be seen that the Experimental Group did considerably better than the Control Group in response to all of the questions.

The following table lists the complete range of possible test scores (1-10). Next to each score is the number and the percentages of students who received that grade for each of the two groups.

## TABLE 16

## VOCATIONAL MATURITY AND KNOWLEDGE TEST

## DISTRIBUTION OF SCORES FOR EXPERIMENTAL AND CONTROL GROUPS

| Total Test Scores | % of Students Receiving Each Score | | | |
|---|---|---|---|---|
| | Experimental Group (N = 65) | | Control Group (N = 20) | |
| 1 | N = 0 | 0% | N = 4 | 20% |
| 2 | N = 0 | 0% | N = 2 | 10% |
| 3 | N = 0 | 0% | N = 4 | 20% |
| 4 | N = 1 | 2% | N = 3 | 15% |
| 5 | N = 2 | 3% | N = 5 | 25% |
| 6 | N = 13 | 20% | N = 1 | 5% |
| 7 | N = 10 | 15% | N = 1 | 5% |
| 8 | N = 16 | 24% | N = 0 | 0% |
| 9 | N = 17 | 26% | N = 0 | 0% |
| 10 | N = 6 | 9% | N = 0 | 0% |
| | Average Score = 7.7 | | Average Score = 3.5 | |

The Experimental Group scored significantly higher than the Control Group, as witnessed by the mean score for the Experimental Group, 7.7, which was more than twice that of the Control Group, 3.5. No significant sex differences were found in either group.

From the statistics presented on the "Vocational Maturity and Knowledge Test." it is clear that the program successfully imparted to the enrollees a great deal of vocational information not available to students not enrolled in the program. We feel that this is another clear index of the program's effectiveness.

## VII. CONCLUSIONS AND RECOMMENDATIONS

The District Careers Resource Center project was found to be a large multi-factored program encompassing a wide array of different kinds of subprograms. Some students were given intensive specific vocational and professional career planning courses, others were exposed to more general and less intensive courses of study.

In general, we found the project to be an innovative and ambitious undertaking carried out by an enthusiastic and competent staff.

We found that the program was generally very successful in accomplishing its stated goals. Students acquired a great amount of vocational information and maturity, as judged by our wide array of measures. There was evidence that sex-linked job stereotypes were still prevalent among the enrollees and future program activities should be devoted to overcoming these.

This program should definitely be recycled and, insofar as possible, be adopted in as many other schools as possible throughout the city. The enrollees educational and vocational planning capacity was undoubtedly enhanced by this program's offerings.

# ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS

## I. PROGRAM DESCRIPTION

This project attempts to provide educational modifications for children in District 9 (West Bronx) who have been identified by teachers and administrators as serious behavior problems. Usually, these students hold negative orientations toward school, underachieve, and resist the efforts of school personnel to help them.

The program originated in September, 1969, supported by New York State Urban Education Funds. Social and economic transition is occurring in the area in which the project operates, the direction of the transition being away from upwardly mobile upper-lower and lower-middle class families and toward a population that is non-white and poor. Although most of the students in these schools present no serious management problems, an increasing number of "acting-out" youngsters are appearing.

Only six schools in District 9 are involved in the project, a total of eight (8) special classes being provided. Of the eight classes, five are at the elementary level, one is an ungraded junior high class, and two serve the 8th Grade. Participation in the program is ultimately determined by the project coordinator who reaches decisions through consultation in the school staff members who are familiar with the child who has been recommended. Final decisions are in the hands of the program coordinator because earlier the program had been used as a "dumping ground" by teacher and administrators. Two major questions are posed as part of the screening procedure: 1) Does the child's behavior reflect a "basic character disorder? and 2) Is there a reasonable likelihood that after intensive help, the child can return to a regular class?

Class size is held to a maximum of 15 but no standard curriculum is applied across the classes involved in the project. Each teacher selects the approach that will be taken along with the educational materials that will be used. Materials vary widely from class to class, workbooks being in prominence, as well as reading kits, art supplies, and mathematics aids. A consistent theme was the emphasis on learning "Black culture," a focus by no means unique to this special project.

A full day's attendance in a special class is required but in some instances student participants attend special subject classes, individually or in groups. The project staff consists of two regularly licensed teachers and an educational assistant for each class, the exception being one school which lacked an educational assistant. In addition, a project coordinator, a school psychologist, a guidance counselor, a family assistant, and a curriculum consultant are provided. Because of late authorization of positions, the family assistant and curriculum consultant did not begin work until Spring, 1971.

Field trips were considered an important program component, being planned to broaden exposure to "culture" and help develop vocational and educational aspirations. Trips included Kennedy Airport; the General

Motors plant in Tarrytown; the State Agricultural College at Farmingdale; the Brooklyn Aquarium, Bear Mountain; the Atomic Power Plant at Buchanan, New York; and a special trip to points of historical interest in Philadelphia. These visits were made by all classes.

Table 17 shows the distribution of classes across the six participating schools.

TABLE 17

SCHOOLS, NUMBER OF CLASSES AND GRADES INCLUDED IN THE PROJECT

| School | Number of Classes | Grades |
|---|---|---|
| P.S. 55 | 3 | 2nd-3rd<br>3rd-4th<br>4th-5th |
| P.S. 70 | 1 | 2nd-3rd |
| P.S. 109 | 1 | 2nd-3rd |
| J.H.S. 82 | 1 | 8th |
| J.H.S. 145 | 1 | 6th-7th-8th |
| I.S. 148 | 1 | 8th |

## II. PROGRAM OBJECTIVES

1. To work intensively with participants so that they can return to and function successfully in a regular class.

2. To increase the academic achievement in reading and mathematics of those participants who return to a regular class.

3. To increase the academic achievement in reading and mathematics of those participants who remain in the project classes.

4. To achieve, among participants, a positive change in attitudes towards school, academic achievement and peers.

## III. EVALUATION OBJECTIVES

1. Do 30% of the 120 pupils who have participated in the program for at least six months and who have attended 75% of class sessions return to a regular class setting?

2. Do 90% of those pupils who returned to a regular class increase their academic achievement in reading and mathematics as measured by their ability to achieve grade level promotion?

3. Do 80% of the students who remained in the project classes and who attended 75% of the class sessions increase their academic achievement levels in reading and mathematics by four months during the school year?

4. Do 80% of the 120 students who attended 75% of the sessions achieve a positive attitude towards school, academic achievement, and peers?

## IV. METHODS AND PROCEDURES

### A. Population and Sample

The population of this study is all the students who participated in the project classes for a minimum of six months. This population was located in eight classes in six schools with about fifteen students in each class that met the six month participation criteria. Five classes were on the elementary grades level and three at the junior high level.

The original sample was to consist of the entire population; however, the records of one elementary class and one junior high class were not available because of end-of-year recording and school accounting procedures. Thus, the final sample consists of 60 elementary students and 23 junior high students. This represents approximately 80% and 50%, respectively, of the elementary and the junior high project populations. For the purposes of the study the sample group was analyzed as a whole.

Table 18 presents the distribution of the sample subjects according to grade and school. It should be noted that blank cells represent grade levels and schools in which the program did not exist, in the above two exceptions.

TABLE 18

DISTRIBUTION OF SAMPLE BY SCHOOL AND GRADE

|  | Grade |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| School | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| I | 9 | 7 | - | - | - | - | - | 16 |
| II | 1 | 13 | 1 | - | - | - | - | 15 |
| III* | 0 | 12 | 11 | 6 | - | - | - | 29 |
| IV | - | - | - | - | 1 | 4 | 5 | 10 |
| V | - | - | - | - | - | - | 13 | 13 |
| Total | 10 | 32 | 12 | 6 | 1 | 4 | 18 | 83 |

*School III houses two sample classes.

Table 19 shows the grade, age, and sex distribution of the sample.

## TABLE 19

## DISTRIBUTION OF THE SAMPLE BY GRADE, AGE, AND SEX

| Grades | N | % | Age | N | % | Sex | N | % |
|---|---|---|---|---|---|---|---|---|
| 2 | 10 | 12.0 | 7-8 | 22 | 26.6 | M | 74 | 89.2 |
| 3-4 | 44 | 53.0 | 9-10 | 31 | 37.4 | F | 9 | 10.8 |
| 5-6 | 7 | 8.4 | 11-12 | 8 | 9.5 | | | |
| 7-8 | 22 | 26.6 | 13-14 | 18 | 21.7 | | | |
| | | | 15-16 | 4 | 4.8 | | | |
| TOTAL | 83 | 100.0 | | 83 | 100.0 | | 83 | 100.0 |

The project participants cluster in the primary grades and in grades 7 and 8 with little attention to the intervening grades. There is an overwhelming higher incidence of boys in the project.

### B. Design

The design of this study had two major elements: a) to evaluate whether a substantial number of participants benefited enough from the special class to return to regular class; and b) whether the project classes, resulted in increased academic achievement. The former objective was to be determined by simple tallying and the latter with a pre-and post-test design employing a correlated "t" test for significance of differences.

The original design was changed in one respect. It was found that a very large percentage of students were being returned to regular classes (see Table 20). Because of this and because of the great attrition in the number of pre- and post-test standardized test scores that were available, evaluation objective 3 was changed to:

3. Do 80% of all project students who attended 75% of the class sessions increase their academic achievement levels in reading by four months during the school year?

In addition to the statistical analyses, the evaluation staff of Teaching & Learning Research Corp. conducted interviews and made several on-site observations. A summary of these interviews and observations are included in this study.

## V. RESULTS OF THE EVALUATION

### A. Questionnaire and School Records Data

In this section, findings are presented concerning:

1. The return of students to regular classes.
2. Student achievement as reflected by promotion.
3. Levels of reading achievement.
4. Attitudes towards school.
5. Attendance records.
6. Parents' perceptions of the project.

1. Return of Students to Regular Classes.

TABLE 20

DISPOSITION OF PROJECT STUDENTS (N=120)

| Disposition | Number | Percent |
|---|---|---|
| Returned to Regular Classes during year | 22 | 18.3 |
| Assigned to Regular Classes as of 9/71 | 69 | 57.5 |
| Transferred to C.R.M.D. | 3 | 2.5 |
| Transferred to Classes for Emotionally Disturbed | 2 | 1.7 |
| Reassigned to Project Classes for 1971-72 | 24 | 20.0 |
| TOTAL | 120 | 100.0 |

An overwhelming majority of the project participants, 91 or 75.8% were reassigned during the year or for the 1971-72 school year to regular classrooms. Except for eight, the students spent at least six months in the special classes. More than three-fourths of those returning to regular classes spent the entire year in the project.

Few errors in differential diagnosis in selecting students for the classes were noted since only 5 students (less than 5%) had to be reassigned to other kinds of special classes.

### 2. Achievement as Reflected by Promotion

All students who were returned to regular classes were promoted to their next grade level. This includes all who were returned as of September, 1971. The judgements concerning promotion were made by the project staff for those students returning to regular classes in September, 1971. For the 22 that returned before the end of the school year, promotion decisions were made by the regular (non-project) classroom teachers. The achievement criterion used in the promotion decisions was that a student possessed sufficient basic skills to be minimally successful in a regular class of the succeeding grade. These judgements were based on a classroom performance rather than test results.

This 100% promotion figure completely met the program objective and suggests that the project was instrumental in increasing achievement levels in reading and mathematics.

### 3. Levels of Reading Achievement Standardized Test Results.

A second measure of reading ability was made by the pre-and post-testing on the Metropolitan Reading Test.

TABLE 21

DISTRIBUTION OF INCREASES AND DECREASES IN SCORE ON THE METROPOLITAN READING TEST - SPRING 1970 AND SPRING 1971

(N=43)

| Months of Increase or Decrease | Number | Percent |
|---|---|---|
| More than -9 | 1 | 2.3 |
| -7 to -9 | 5 | 11.6 |
| -4 to -6 | 2 | 4.7 |
| -1 to -3 | 1 | 2.3 |
| No Change | 2 | 4.7 |
| +1 to +3 | 13 | 30.2 |
| +4 to +6 | 7 | 16.3 |
| +7 to +9 | 4 | 9.3 |
| More than +9 | 8 | 18.6 |
| TOTAL | 43 | 100.0 |

TABLE 22

MEAN OF SCORES OF METROPOLITAN READING TEST

SPRING, 1970 AND SPRING 1971

| Year | Mean |
|---|---|
| 1970 | 2.9 |
| 1971 | 3.2 |

Of the 83 sample subjects' pre- and post-test scores were available for only forty-three. Of the remaining 40 in the sample, 28 had failed to take the test in 1970 and 12 in 1971. Thus, the rate of absence on days when achievement tests were given was cut drastically during the project year.

Table 21 indicates an almost trimodal distribution of pre-and post-test reading achievement. Almost a fifth of the sample showed declines of six months or more, almost an equal number showed increases of a year or more, and almost half improved their scores from one to six months. Therefore, about one student in five showed some improvement in the tests.

About 44% of the students met the evaluation objective of four months or better improvement in reading level. This was only little more than half of the projected 80% figure.

The mean difference between the pre-and post-test scores was tested by a correlated "t" test. The resultant "t" of 0.65 failed to reach significance at the .05 level. Tables 21 and 22 taken together seem to indicate that, in regard to standardized reading test scores, the project influenced something less than half of the participants positively which included about a fifth that made advances of a year or more.

### 4. Student Attitudes Towards School

Seventy-one (71) "Students Ideas About School Test" were completed and returned. This questionnaire elicited student attitudes and perceptions about themselves in relation to school. Table 23 presents the responses to the items on the questionnaire. For this Table, each item was arranged so the order of responses were positive, intermediate, and negative for three alternative items, and positive and negative for two alternative items. The questionnaire, as administered to the students, appears in the Appendix.

TABLE 23

PERCENTAGE DISTRIBUTION OF RESPONSES ON STUDENTS IDEAS ABOUT SCHOOL TEST (N-71)

| | Item | % Positive Response | % Intermediate Response | % Negative Response |
|---|---|---|---|---|
| 1. | I like do not like school. | 87.3 | | 12.7 |
| 2. | Teachers are nice are not nice to me. | 95.8 | | 4.2 |
| 3. | My family cares does not care about how I am doing in school. | 95.8 | | 4.2 |
| 4. | I learn a lot a little nothing in school. | 76.1 | 23.9 | 0.0 |

| | Item | % Positive Response | % Intermediate Response | % Negative Response |
|---|---|---|---|---|
| 5. | I am smart average slow in school | 56.4 | 22.5 | 21.1 |
| 6. | I expect to graduate drop out from high school. | 94.4 | | 5.6 |
| 7. | I will will not go to college. | 76.1 | | 23.9 |
| 8. | My classmates are are not my friends. | 94.4 | | 5.6 |
| 9. | I get into no few many fights. | 26.8 | 59.2 | 14.0 |
| 10. | I will fail none a few all of my subjects on the next report card. | 60.6 | 36.7 | 2.8 |
| 11. | I always sometimes never do my homework. | 49.3 | 43.7 | 7.0 |
| 12. | My classmates like me do not like me. | 81.7 | | 18.3 |
| 13. | I am absent from school never, sometimes, very often. | 36.7 | 45.1 | 18.3 |
| 14. | I come to school late never, sometimes, very often. | 62.0 | 54.9 | 11.3 |
| 15. | This year I enjoy school more, the same less than last year. | 69.0 | 17.0 | 14.0 |
| 16. | This year I am learning more, the same, less than last year. | 81.7 | 11.3 | 7.0 |
| 17. | This year my teachers are nicer, about the same, worse than last year. | 91.5 | 7.0 | 1.4 |
| 18. | This year my teachers pay me more, about the same, less attention than last year. | 90.1 | 7.0 | 2.8 |
| 19. | I am am not in a special class. | 95.8 | -- | 4.2 |
| 20. | My classmates enjoy school less than, about the same, more than I do. | 26.8 | 39.4 | 47.9 |
| 21. | My classmates fight in school more than, about the same, less than I do. | 63.4 | 23.9 | 12.7 |

On the items relating to attitudes towards school and teachers (Item 1, 2, 15, 17, 18), the subjects demonstrate very strong positive reactions. Over 90% of the sample responded positively to three of the items, 87% and almost 70% to the other two.

On Items (4, 6, 7, 10, 16) relating to student perceptions of their achievements and what they learn, a strong majority also responded positively. Here the positive response percentages range from 60.6% on Item 10 to 94.4% on Item 6.

The subjects appear to feel secure in their peer relationships (Items 8 and 12) but this does not preclude engaging in occasional fights (Item 9).

Items 5 to 18 compare project year school experience to the previous year's experience. Again the large majority of subjects feel better about school and feel they are learning more than they did in the preceeding year.

Assuming the validity of the responses, the project participants show positive attitudes during their tenure in the project classes. Not only are they very satisfied with their teachers, what they are learning and their future scholastic expectations, but they also seem to feel comfortable with themselves and their peers while in the program.

### 5. Attendance Records

As another index of student attitude towards school, attendance records for the project year and the preceeding year were compared. Complete attendance records for both years were available for 65 subjects in the sample.

TABLE 24

MEAN NUMBER OF DAYS ABSENT FOR SAMPLE FOR TWO SCHOOL YEARS (N=65)

| Year | Mean No. of Days Absent |
|---|---|
| 1969-70 | 26.2 |
| 1970-71 | 18.6 |

The improvement in attendance in the project year compared to the preceeding school year was impressive. Absences declined by over 30%. Since high absence rates are a prominant characteristic of children with serious behavior problems, this statistic is important in supporting the findings of the student questionnaire.

### 6. Parent Perceptions

Because the project included a family counselor, data on parents' perceptions of their children's school functioning was obtained through a parent's questionnaire. A form was translated into Spanish for those parents who use that language. Table 25 presents the questionnaire responses.

## TABLE 25

## PERCENTAGE DISTRIBUTION OF RESPONSES ON PARENTS QUESTIONNAIRE (N=37)

| Item | Percent Responding True | Percent Responding False |
|---|---|---|
| 1. My child likes school. | 94.6 | 5.4 |
| 2. My child is doing well in school. | 86.5 | 13.5 |
| 3. My child gets into a lot of trouble in school. | 35.1 | 64.9 |
| 4. My child gets into a lot of trouble at home. | 10.8 | 89.2 |
| 5. My child is being helped in school more this year than in the past. | 86.5 | 13.5 |
| 6. My child's teachers give him more attention this year than in the past. | 78.4 | 21.6 |
| 7. My child is learning more in school this year than in the past. | 83.8 | 16.2 |
| 8. My child has an attendance problem in school. | 5.4 | 94.6 |
| 9. My child is often late for school. | 5.4 | 94.6 |
| 10. I am satisfied with the program my child is in this year. | 64.9 | 35.1 |

More than 3 out of 4 parents feel that their children are doing well this year, learning more, and receiving more attention from their teachers. Yet not as many parents, although still a good majority, are satisfied with the program. Apparently many feel the school can do still more for their children.

A little more than a third of the parents feel that their children still get into too much trouble in school, whereas they believe this is not the case at home.

Generally, the parents feel positive about their child's participation in the program, but a sizable number want more done.

### B. Interviews and On Site Observations.

This section presents findings that are based on the interviews and the on-site observations that were conducted by the evaluation staff of the Teaching & Learning Research Corp. The findings are followed by conclusions and recommendations.

1. The Students

The composition of the student population of the project is quite different from what was hoped for. Originally, the students were to be those with serious behavior problems but who were reacting, primarily, to environmental stresses. In reality, the group consists of students who may fit that description but there are also many youngsters who seem to possess much more basic pathology and who would be classified in more serious diagnostic categories. In addition, there are some students who seem to have perceptual learning problems, if not brain damage. These findings indicate that some difficulties exist in the application of student selection procedures.

Because of this the behavior of the students in the project classes was variable. Some are extremely excitable and easily provoked. Some had a very short attention span. On three occasions, short lived but intense outbursts were observed. The great majority of students, however, were manageable depending upon the interpersonal skills of the teacher.

The students, for the most part, were happy to be in the project. One student's comments were typical:

> "This is a real good class. The teachers don't treat you like an animal. I don't want to go back to those other dog faces. Anyway I can do the work here and I'm learning something for a change."

Although the comments were not all that positive, the students, very definitely seemed to feel more comfortable, less threatened, and more cared for in the project classes.

2. Classroom Teachers

The classroom teacher was most certainly the most important single variable in the project. About a third of the teachers were superb. They understood the needs of the children. They were able to interact easily and yet maintain good classroom control. The students felt accepted by and respected these teachers. About another third did a decent, workmanlike job. They were very concerned and dedicated but lacked the personal traits to maintain a permissive yet manageable atmosphere. This group was stricter and did not create the superior atmosphere of the first group. However, they still performed reasonably well and many had the potential to become superior.

There remained six or seven teachers, who for one reason or another, were not suited to teach these kinds of classes. The project director seemed well aware of the fact, but it was only during the school year that he began to attain control of teacher selection. The director had a good grasp of the qualities necessary and it can be expected that he can select an outstanding staff if he can choose from a large enough pool of applicants.

### 3. Learning Environment

The classes to a large extent reflected the personalities of the teachers. Some were attractively decorated despite what was often inadequate space. In these classes the teachers used the wall space as an extension of the learning process. Work output was well displayed with generous samples of student endeavor. There was also good displays of relevant teaching materials with emphasis given to Black culture and history. On the extreme were classes with poor efforts at wall use. A few randomly chosen pictures of a few examples of student work existed. Generally, the elementary grades did a better job of display than was found in the upper grades.

A more serious problem was the inadequate size of some of the rooms. Apparently, three schools decided to allot space on the basis of class size rather than need. Because these classes are to a large measure self contained more spacious rooms are required.

### 4. Curriculum and Instruction

Instructional approaches were too often traditional, boring and uninspiring. The general pattern was to break the class up into three groups of about 4 or 5 in a group for instruction. Two groups were led by the teacher and one by the educational assistant. The teachers then taught as though they were teaching regular students except they showed great patience for behavior and low levels of skill. Very little in the way of specialized techniques were observed. The teachers received no special in-service training nor did they meet at regular or irregular intervals to share ideas or experiences.

Late in the school year, a curriculum specialist was added to the staff. He was very critical of the methods and materials being used but he had not as yet formulated any concrete plans for curriculum revision.

### 5. Materials

Some of the materials used were: a record player, storybooks with film strips played to records, a phonetics programmer, a Diagnostic Picture Series for discussions on values in Social Studies, Cuisinaire Rods for arithmetic, Rexographs and S.R.A. Reading Kit. These materials were not found in abundance and generally there was a shortage of special materials. Classroom libraries were also not as full or as attractive as they might be. A large part of the problem here was the late refunding of the program. Under the circumstances, materials were ordered late and many were not received until well into the Spring of the school year.

### 6. Student Progress

Many of the teachers kept folders containing much of the work that each student completed during the year. This provided a sequential record of work out-put. In three classes where such sequential folders were kept, randomly selected folders were carefully perused. In a large majority of the folders a marked improvement in the work product was noted from the start of the year to the end. In about half of the cases, the improvement in basic skills seemed to be dramatic. There were few folders, less than a fifth, where significant progress was lacking.

These observations were supported by the judgements of the teachers and the students. The consensus was that the project had been successful in raising achievement levels. There is, however, a sharp discrepancy between what was observed and the results of the achievement test scores which indicated little or no improvement in reading skill. There is no hard evidence to explain this discrepancy but interviews with the teachers and students suggest a possible explanation:

The students have a very negative attitude about achievement tests. In the past they had found them very frustrating and knew that important decisions were made based on the results. The fact that before this year, a minority was present to take the tests, attests to their hostility towards and avoidance of them. It would not be surprising, then, that this year, when greater numbers took the tests, they would still be approached with anxiety and negativism.

The foregoing is conjectural, nevertheless, the student achievement during the year appears to be substantially better than what is suggested by achievement test results.

### 7. Guidance Services

The paucity of guidance services is one of the weakest aspects of the program. The guidance staff consists of one counselor, one psychologist, and one family counselor who was added in the spring of the year. The ratio of 60 students to one guidance worker may seem low in the context of regular classes, but for a group of seriously maladjusted students this is marginal service.

The guidance specialists performed all the routine duties that are associated with their jobs. Beyond that, they emphasized and spent most of their time in individual and group counseling. Their accounts of the group counseling impressed one observer. Because they service the entire project, however, the amount of counseling they could engage in was limited. The students in their groups also reported satisfaction. They also expressed regret and disappointment when the group had to be cancelled because the counselor or psychologist had to do something else that day. Further, when asked how the program might be strengthened, most of the teachers included increased guidance services in their responses.

### 8. Bus Trips

The bus trips were intended as an educational experience that would broaden the outlook of the students. This expectation was met for a majority of the students on some of the trips. A comment, typical of the majority was:

> "The trips were fine. I got to see a lot of places. The college we saw was great. I never knew what one was all about before. Getting out of school for a day was fine too." (Q) "Yeah, they ought to have lots more trips but don't take me back to that factory," (the GM plant in Tarrytown.)

As illustrated by the comment, most of the trips were enjoyed but some were considered worthless. Some students, but apparently a small minority found the trips dull and a few students even felt that to go on the bus with a school group was degrading and a loss of self esteem:

> "Man, that's for babies. Who wants to do that? If I've got any place to go, I'll go with my friends."

For many students the personality of the bus driver was a strong conditioner of their attitudes towards the trip. A bus driver could make or break a trip. Another personal factor was the class composition of the bus. Some classes seemed to be congenial and added to a good atmosphere while other combinations were disharmonious.

### 9. Educational Assistants

The assistants were hard workers but they were handicapped by the difficult assignment of assisting in the teaching of students with behavior problems who were also educationally retarded. The teachers could not be very helpful because they too were unfamiliar with the special techniques that could be used with such children. Those teachers who were successful, did it by the force of their personalities, good instincts, and traditional methods. Personality and instinct can hardly be taught or communicated. The teachers appreciated the help of the assistants because it lowered adult-student ratios and they relieved the teacher of much of the paper work connected with teaching. The assistants received no formal training or systematic supervision. Under these circumstances, their performance was variable.

### 10. Family Involvement

There seemed to be a good deal more parent contact than is normally found in ghetto area schools. This was largely due to the efforts of the assistants, the family counselor, the guidance counselor and the psychologist. The assistant sometimes saw parents in the evening. The family counselor made contact with the parents through the students and also facilitated parent meetings with the counselor and psychologist. This kind of parent-school cooperation was extremely useful when accomplished. Parents came to understand the efforts as well as the problems of the school. The school, in turn, helped the parents to understand better the needs of their children. The key in this relationship was the assistants and the family counselor. They were able to break through the guardedness and suspiciousness of the parents. When that was accomplished everyone could focus on the interests of the children. Unfortunately, a majority of the parents were not reached in this process.

### 11. School Attitude Towards Students

The administrators praised the project highly. As one said:

> "There ought to be a special class like this for every grade in the school. This year the whole tone of the school is better. The children in the special class are also better behaved."

The observers' impressions were that the administrators had mixed motives for their praise. They seemed to be relieved that the school had less of a discipline problem. The educational merits of the project for the students appeared to concern them less. Whatever their reasons, the administrators felt the program was worthwhile.

A serious problem in the schools is the unprofessional attitude of many of the non-project teachers. They consider the project students to be less than worthy, and they communicate this attitude through snide and sarcastic comments. Among themselves they even used harsh language in describing the classes, e.g., "animals," "dummies," "snots," "garbage," etc., were examples of derisive terms used to describe these youngsters. The project students seemed to be aware of these attitudes. It created in them anger as well as damaging their self esteem. This is a most unfortunate condition to exist among professional educators.

## VI. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

The following are the major conclusions regarding the impact of the project, Assisting Students with Serious Behavior Problems, for the 1970-71 School Year:

### 1. Return of Students to Regular Classes

The project was highly effective in returning students to regular classes. About three out of every four students were assigned to regular classes. Whether these students can function effectively in a regular class or whether they will need to return to the security of the special classes remains to be seen. A favorable prognostic sign, in this respect, is that none of the 22 students who were reassigned during the year had to be retransferred to project classes.

### 2. Student Achievement

The findings are mixed. Although the students did not do well on achievement tests, all who were transferred to regular classes were promoted. The degree of academic improvement was judged to be significant by observers as well as their teachers. In addition, student work samples showed marked improvement over the year. The project appears to have been effective in improving the students' levels of academic skills.

### 3. Attitudes Towards School

Participation in the project classes substantially improved the students' academic self concepts, their expectations for future success, and their attitudes towards school. It will be of interest and importance whether this improvement generalizes to regular classroom participation or whether it is dependent on remaining in project classes.

### 4. Parent Perceptions and Involvement

The project staff has generated more parent-school cooperation than is typically found in a poverty area. Shortage of staff and time limited achieving even more parent involvement. Parents were well satisfied with their children's participation in the project but felt the school could do even more.

### 5. Student Selection For the Project

The staff wants to select students whose behavior problems result from severe environmental stresses. The reality is that the school successfully presses the project into taking youngsters who have gross pathology. In any event, the differential diagnosis is difficult to make. The result is classes with a wide range of learning and behavior problems.

### 6. Curriculum and Instruction

The methods of instruction and the curriculum seem to be appropriate for about half of the project students. The staff has had no training in technique of special education. Although the teachers generally do a commendable job using traditional methods, there is room for much improvement.

### 7. Staff

The project director is succeeding in strengthening his staff. He now has a strong nucleus of outstanding teachers and assistants but there are still a half dozen or so staff members who are not effective in the program.

### 8. School Attitudes

The schools appreciate the project but offer it only limited co-operation. There are also too many teachers who behave unprofessionally towards project students.

### 9. Guidance Services

The guidance services are very valuable, especially the group counseling and parent contacts but services are too limited. This population has severe environmental and emotional problems. Unless the students receive some help in coping they cannot be expected to be free to learn. It should be pointed out here, that the best teachers in the project are effective, in large measure, because of their interpersonal transactions with students.

## 10. Overall Impression

The project has served a very useful function in the district and is, generally, a successful endeavor. It is felt that the staff has been overly optimistic in the numbers of students they have assigned to regular classes. On the basis of the evaluation findings, it appears that about half of the students in the project made the kind of gains that will enable them to function satisfactorily in a regular class, but even this accomplishment is highly praiseworthy. Given the resources at its disposal and its stage of development, it has been a job well done.

### A. Recommendations

1. Guidance services need to be bolstered with another counselor or psychologist. The added person should be a Black or Puerto Rican male who is skilled in leading groups. The group counseling program should be expanded to include all of the youngsters in the upper grades.

2. The teachers and the educational assistants should be involved in an in-service training program which should include techniques in special education. The project classes should be dismissed at noon one day a week or they should be involved in other school activities one afternoon a week so that the staff is free for training and case conferences.

3. The school's regular staff should get more feedback and information about the project which might in turn result in more cooperation and a better attitude towards the project students. The school should offer the students more in the way of special subject classes such as Art, Shop, Home Economics, Typing, etc. In some cases better classroom space should be provided.

4. Incentives should be offered to outstanding teachers to attract them to the program.

5. Black culture and history is rightly emphasized but more should be done with Caribbean culture since a large minority of the students are of that background.

6. The teachers should receive more assistance in the curriculum areas. More materials are needed and earlier in the year. The late addition of the curriculum specialist may satisfy this recommendation.

7. The educational assistants should have some special training aside from that suggested in recommendation 2. A pre-school full week's workshop would be very helpful.

8. Many of the students have made good progress but not enough to return with security to a regular class. The project might consider a half-way class which would serve as a transitional year for some of the students. It might have a ratio of 1:15 and be relatively integrated into the regular school program.

## VII. SUMMARY

This project was a serious attempt, not to segregate and isolate highly disruptive students but, to provide them with a learning environment which would enable them to grow educationally and emotionally. The ultimate goal was to help the students reach a level of development which would enable them to function successfully in a regular classroom.

The eight project classes were located in three elementary schools, one intermediate school, and two junior high schools in District 9 in the Bronx. The target schools of the project are in poverty neighborhoods with high concentration of Black and Puerto Rican students.

Each class of 15 students had two teachers and in the elementary grades, an educational assistant in addition to the project director. The 120 students were also served by a full-time guidance counselor, a school psychologist, a family counselor and a curriculum specialist (the latter two were not hired until the spring).

### A. Objectives and Methods of Evaluation

To assess:

1. Do 30% of the pupils who participate in the program for at least six months and who have attended 75% of class sessions, return to a normal class setting?

2. Do 90% of those pupils who return to a normal class increase their academic achievement in reading and mathematics as measured by their ability to achieve grade level promotion?

3. Do 80% of all students who attend 75% of the class sessions increase their academic achievement levels in reading by four months during the school year?

4. Do 80% of the students achieve a positive attitude towards school, academic achievement and peers?

Questionnaires, school records, interviews, and on-site observations provided the data for the evaluation. Pre and post-test procedures and appropriate statistics were used in analyzing the data.

### B. Finding and Interpretations

76% of the project participants were assigned to regular classes during or by the end of the school year.

All of the students assigned to regular classes were promoted.

44% of the students increased their reading achievement level by four months or more. This finding indicates less student improvement than was found in the judgement of the teachers and the evaluation staff. It is felt that students' negative experience with standardized achievement tests may account for the discrepancy.

Very large majorities - certainly in the neighborhood of 80% - demonstrated improved academic self concepts, expectations for future schooling, and attitudes towards school and peers.

Parents are satisfied with the program and their children's performance in it but many feel the school can still do more.

### C. Conclusions

The program was highly successful with about half of the participants who made large strides forward educationally and emotionally. The project was less successful with the other half for a variety of reasons including:

1. A high incidence of students with gross pathology and other learning problems.

2. An instructional methodology and curriculum that did not reach a number of the students.

3. Inadequate guidance services.

4. About six to eight project staff who were not effective in the program.

The project deserves high marks for the dedication and competence of a majority of its staff, its ability to involve parents despite limited personnel, and the enormous success it demonstrated particularly at this early point in its development.

### D. Recommendations

1. A Black or Puerto Rican guidance counselor with skills in group counseling should be added to the staff.

2. An in-service training program in special education be provided for the staff.

3. Efforts should be made to promote greater cooperation and understanding between the project class and the school.

4. Greater efforts should be made to attract outstanding teachers.

5. Caribbean culture and history should receive more emphasis.

6. Thought should be given to the creation of a half-way class for those students who are not fully ready for return to a regular class.

# GUIDANCE FOR THE ELEMENTARY SCHOOLS

## I. PROGRAM DESCRIPTION

In order to increase the reading level and school adjustment of pupils regardless of their home background, the project had proposed to offer a number of guidance programs in two Canarsie (Brooklyn) elementary schools beginning with the Fall term of 1970.

However, program funds were not appropriated until November, 1970 and staff were not hired until December, 1970. In addition, the original target schools were shifted and the program actually took place in PS 219 and PS 268.

Each school, prior to the introduction of the program, had existing guidance services. PS 219 was provided by the project with an additional 2/5 time guidance counselor and PS 268 was provided with an additional 3/5 time guidance counselor assignment.

Both school's neighborhoods in recent years have witnessed a rapid population growth and problems of overcrowding. Both neighborhoods were, until a few years ago, white middle class ones and have recently changed to largely Black and Puerto Rican ones. Many of the school children's families receive public assistance.

PS 219's student population of 1,790 is 92% Black and Puerto Rican. At PS 268, the 880 students are 78% Black and Puerto Rican.

## II. PROGRAM OBJECTIVES

1. The prevention of emotional disturbance in young children.
2. The offering of assistance with learning difficulties of emotional origin.
3. To increase the effectiveness of teachers in recognizing and referring children in need of such help.
4. To increase the range of traditional guidance services offered to the children of these schools.

## III. EVALUATION OBJECTIVES

As indicated in our Interim Report, the project's actual sites and activities differed somewhat from those originally intended in the project's proposal. Rather than to attempt to evaluate the non-existent original program it was decided to evaluate the actual program as it was, not as it was "supposed to be".

The evaluation was concerned primarily with closely examining the existing guidance services at the program schools. Through site visits, observations, interviews, and the use of carefully designed tests and questionnaires, an attempt was made to determine the extent to which the existing guidance programs had been expanded and improved by the additional 2/5 and 3/5 time guidance counseling positions funded by the project.

## IV. METHODS AND PROCEDURES

1. Numerous site visits were made to each of the program's two schools. These included the making of observations, interviewing project and other school and district personnel, and the distribution and collection of data-gathering materials.

2. A sample of 50 teachers were asked to complete Questionnaires designed to assess their perceptions of the school's guidance offerings.

3. The principals of the two schools completed Questionnaires.

4. A sample of 50 parents of children were mailed Questionnaires designed to assess their views of the program's activities.

5. All five guidance counselors at the two schools completed Staff Evaluation Questionnaires.

6. Program records were inspected with regard to caseloads, case dispositions, referral activities, etc.

## V. RESULTS OF THE EVALUATION

### A. Impressions Gained From Site Visits, Observations, and Inspection of Program Records

#### 1. Referral Procedures

A referral system for guidance services can vary significantly from school to school, and even in some cases from grade to grade. Since this is the means by which students are brought to the attention of the Guidance Department, it warrants consideration. At one of the schools, the referrals were generally filtered through the teacher to the appropriate grade Assistant Principal and on to Guidance for consideration. At the other school, there was a somewhat less traditional system. A teacher concerned with a specific child's apparent need for guidance services brought this to the attention of the principal who then arranged to meet with the parents of the child and offered to them the services of the school's guidance department. A duplicate guidance file was kept in the principal's office to facilitate these procedures. It was felt that this procedure prevented the inundation of the Guidance Counselors with unnecessary referrals. In both schools there were occasional parent referrals, self referrals and an occasional paraprofessional referral.

### 2. Analysis of Guidance Services

Counselors at both schools agreed that their services place the greatest emphasis on student group counseling. It is generally believed that the Guidance Department reaches the greatest number of students through this approach, and consequently maximizes the program's services. Individual counseling of students seemed to have the second priority of counselor's time. Both schools agreed a great deal of time daily spent in "crisis" counseling, (counseling a child who suddenly needs the support and attention of a counselor). Because the very nature of crisis counseling is that it is unplanned it is highly disruptive to the planned schedule of a counselor and often prevents attention to a planned service. Counselors did, however, in both schools see children on a scheduled basis. Parent interviews were part of the daily routine as well as classroom visits, conferences with supportive agencies, and teacher conferences. Home visits, though made by both schools' guidance staffs, are infrequent.

### 3. Guidance Workshops

At one school, there were few parents' workshops this past year. There were grade level workshops regarding curriculum changes and age level developmental problems, and open discussion meetings in which parents could express their concerns and exchange ideas and views with each other and counselors. At the other school there seemed to be a fuller range of workshop experiences and both counselors strongly expressed the feeling that the "additional" guidance counselor did allow for these increased services. Workshops dealt with the following:

a. Grade I Workshop and the Piaget-Style of education

b. Workshop for CRMD parents to discuss the growth patterns, developmental processes and available agencies for this population.

c. Workshop for Paraprofessionals in which the focus was "Understanding the early school child" and the ways of coping with this responsibility.

d. A Workshop on Drugs was developed and presented for teacher education in a three part series (with materials developed for distribution).

e. General Teacher Workshop in which by arrangement Kings County Hospital sent Dr. Wang to discuss behavior modification for children.

### 4. Use of Community Agencies

Both schools very actively referred parents and students to the respective community agencies needed. Their primary referral sources are Kings County Hospital and Brookdale Hospital in Brooklyn. Other resources frequently used were Kingsbrook Medical Center, Canarsie Mental Health Center, Brooklyn Community Counseling, Haitian Community Center, New Hope Guild, East Flatbush House (a satellite clinic of Brooklyn State Hospital), Community Service Society of New York and Community Guidance Services. There seemed to be a general feeling that Brookdale Hospital had been less responsive to catchment schools' needs this past year and that the services rendered at Kings County were more "professionally" administered. The departments at Kings County Hospital most used for referrals are as follows:

a. Crisis Clinic
b. Department of Psychiatry Clinic
c. Child Psychiatry Clinic
d. Developmental Evaluation Clinic
e. Psychopharmacological Clinic
f. Neurological Clinic

At Brookdale, when the referral basis was physical, the child was referred to the Comprehensive Child Care Clinic, otherwise, referrals are made through the Department of Psychiatry.

### 5. Development of Resource Tools

Although both schools did put together small libraries, and in some cases developed materials for workshop distribution, the large scale development of materials was not evident. Counselors felt they were limited in this area by the lack of available time and funds for purchasing materials useful for teacher education.

### 6. Comments on Observations

From all appearances, the respective Guidance Programs at the two schools are well organized and efficient. Direct and informal observations of student counselor interaction revealed superior rapport and genuine warmth and concern on behalf of the Guidance Staff. In general, the spirit of the entire program was one of professionalism and extraordinary patience, even under moments of duress. There has been a real attempt to meet the guidance needs of all children. At all times there was a feeling of concerted team effort. Both school principals are guidance-oriented in their administrative dispositions and the feedback from Principal to Guidance seemed excellent.

### 7. Screening for Learning Disabilities

In both schools specific referral forms were either developed or amended from standardized forms for the purpose of a learning-problem referral to the Guidance Department. Teachers who noticed a child whose problem in learning seemed other than "emotional," were requested to complete these as well. In these cases the follow-up included further screening by guidance and referral for appropriate testing to the Bureau of Child Guidance psychologist or an appropriate hospital department.

## B. The Staff Evaluation Questionnaire Results

Five guidance counselors (two for one school and three for the other) completed the Staff Evaluation Questionnaires. Two work full-time in these schools, and three work part-time. Only two (both part-timers) were actually paid from program funds. The other three were budgeted through other channels. However, since all five contributed to the guidance service offerings in these two schools, all were given questionnaires so as to provide a complete picture of the services offered.

Item No. 1 asked the guidance counselors to "Please briefly describe your duties in this project." Their responses referred to a very wide array of traditional guidance-related activities. One typical response follows verbatim and illustrates this complex variety of activities:

> "General counseling, referral screening, interviews with parents, teachers, pupils, social workers, psychologists and all people pertinent to the welfare of children; conducts workshops for parents, teachers, papaprofessionals; liaison with special personnel within and outside of school; administration of group testing for screening; home visits; visits to agencies; form, with teachers, individual work programs for specific children; case conferences with special reading personnel."

Item No. 2 asked the guidance staff "How generally effective do you feel your project is in accomplishing its objectives?" The response options were a) not effective, b) slightly effective, c) effective, and d) very effective. All five counselors chose "c) effective." Thus the staff apparently was satisfied with their program, but not fully satisfied.

The same four response options were offered in Item Nos. 3-7.

Item No. 3 asked, "How effective is your project in raising students' academic achievement?" All five counselors chose "c) effective," again indicating satisfaction, but not complete satisfaction, with how well the program operates, this time in reference specifically to its impact on student's academic achievement.

Item No. 4 asked, "How effective is your project in improving students' classroom behavior?" Four guidance counselors chose "c) effective" and one chose "b) slightly effective." In this area, too, the staff was generally satisfied with their program's effectiveness.

Item No. 5 asked, "How effective is your project in improving students' attitudes towards school?" Four counselors chose "c) effective" and one could not decide between "c) effective" and "d) very effective." Here, too, the counselors perceived their program's offerings as being generally effective.

In Item No. 6 the staff was asked, "How effective is your project in increasing parents' understanding of their children's needs and problems?" Of the five guidance counselors, three answered "c) effective" and two responded, "d) very effective." It is clear from these results that the staff was very satisfied with their program's impact on parents' understanding of their children's needs and problems.

The same level of staff satisfaction obtained on Item No. 7 which asked, "How effective is your project in obtaining special educational, health, and other needed community services for the students?" Here, as in the preceding five items, the staff proved to be satisfied with their program's impact.

In Item No. 8 the staff was asked to, "Please describe briefly what you feel to be:

a) the major strengths of your program,
b) the major weaknesses of your program, and
c) the changes that should be made in your program."

The responses of the five guidance counselors to these open-ended questions were very individualistic and consequently are difficult to summarize succinctly. However, an attempt will be made to convey the essence of these answers by presenting selected illustrative verbatim excerpts of answers of all the counselors in each area:

a. Major Strengths of the Program: "rapport with parents, they trust acceptance of referrals; the relationships with the parents; children and parents develop positive attitudes toward school and personnel; children seek guidance help on their own; teachers seek out the counselors; great numbers of individual interviews with children; the dedication of the guidance personnel in putting forth extra time and effort".

b. Major Weaknesses of the Program: "Shortage of time for workshops; insufficient time for all activities; not enough personnel; too much crisis work; need more group guidance; lack of psychological and social services from the Bureau of Child Guidance; lack of appropriate special classes when recommended."

c. Recommended Changes: "Additional services; more guidance personnel needed; aides should be assigned to the guidance office; a special room is needed for children in crisis; more time is needed for training and workshops with staff members; there is a need for volunteer-staffed reading programs; provision should be made for small play-groups and work-groups for children."

It is very apparent that the guidance counselors share the views of the parents and teachers (see results of Parents Questionnaires and Teachers Questionnaires). That is, they see the program as being effective in accomplishing its objectives, but see it as needing considerable expansion if it is to truly meet the needs of the children in the two schools involved.

## The Principals Questionnaires

The Principals of each of the two schools involved completed Principals Questionnaires.

Item No. 1 asked, "How many days per week of guidance services are provided in your school?" One principal reported 9 days per week and one reported 6 days per week (i.e., 3 counselors, 2 days per week). Thus the two schools involved in the program receive 15 counselor work-days per week. (The program funds, however, cover only 5 of these days. The other 10 days are budgeted through other channels).

When asked, in Item No. 2, "How many days per week were such services provided last year?" One principal , whose school currently receives 6 days/week of services, indicated that last year his school received 3 days/week of services. Thus his school received 3 days/week of more service this year than last year. The other principal, whose school now receives 9 days/week of service did not complete this item. Consequently, the number of increased days of service received this year could not be ascertained.

Item No. 3 asked, "How many days per week do you feel should be available next year?" Both principals indicated 10 days per week. Thus, between the two schools, the principals wish to have 5 more days of guidance services next year. This would require the equivalent of one more full-time guidance counselor.

When asked in Item No. 4 , "What guidance services do you feel should be increased next year?" One principal answered, "Should have 2 full-time guidance counselors instead of 1 and 4/5." The other indicated, "A psychologist and a Junior Guidance Class." Thus they share the counselors' views that the guidance offerings should be continued, expanded, and should include more special classes and greater support from Bureau of Child Guidance personnel.

The principals were asked, in Item No. 5, "What do you feel are the strongest points in your school's guidance services?" One principal answered, "....the conscientious and understanding work of the guidance counselors; their ability to relate to youngsters and parents." The other responded with, "Referrals to agencies, counselor-parent relationships, dealing with emergency outbursts of pupils to relieve classroom situations." These points closely approximate those same strengths to which the counselors referred when asked the same question (See Staff Evaluation Questionnaire results).

The principals were asked to indicate "....the weakest points in your school's guidance services" in Item No. 6. One principal listed, "Training of teachers to deal with discipline; need for more guidance work with pupils; group guidance; more parent workshops." The other principal wrote, "2 counselors 2 days each provides little continuity." Here, too, the principals agreed with the guidance counselors, teachers, and parents that the greatest need is for increased services.

Thus all classes of participants surveyed indicated their belief that the program is worthwhile, it should be maintained, and, if possible, expanded.

The Teachers Questionnaires

Completed Teacher Questionnaires were received from 39 teachers (18 from one of the elementary schools involved and 21 from the other). The results of these will now be presented.

Item No. 1 asked the teachers, "Have you referred any students to the guidance counselor this year?" 38 out of the 39 teachers responded affirmatively.

Item No. 2 asked, "If yes, how many?" For all 39 teachers, the total was 161 referrals, averaging about 4 per teacher. This suggests that the teachers are well aware of, and make very ample use of, the guidance services offered by this program.

In Item No. 3, the teachers were each asked to indicate the three reasons for which they referred children most recently. The following problem categories were provided and the number of teachers referring to each is indicated in Table 26:

TABLE 26

NUMBER AND PROBLEM AREAS OF CHILDREN REFERRED TO GUIDANCE COUNSELORS

| Problem Area | Number of Teachers Who Responded to Each |
|---|---|
| 1. Reading | 6 |
| 2. Mathematics | 4 |
| 3. Spelling | 2 |
| 4. Social Studies | 1 |
| 5. Science | 1 |
| 6. Speech and communication | 6 |
| 7. Submitting or completing home work | 6 |
| 8. General classroom behavior | 27 |
| 9. General attutudes towards school | 21 |
| 10. Behavior towards his teacher | 14 |
| 11. Behavior towards his classmates | 16 |
| 12. Lateness | 1 |
| 13. Absence | 4 |
| 14. Truancy | 3 |
| 15. Sickness | 3 |
| 16. Temper outbursts | 20 |
| 17. Emotional withdrawal | 15 |
| 18. Nervousness or anxiety | 24 |

It thus appears that teachers referred children to the guidance staff for a wide variety of problems. The most prevalent of these were: general classroom behavior, nervousness or anxiety, general attitudes towards school work, temper outbursts, behavior towards classmates, emotional withdrawal, and behavior towards the teacher. These are clearly very appropriate problems to refer a child for guidance services. Consequently, it appears that the teachers make both extensive and appropriate referrals to this guidance program's staff.

Item No. 4 asked, "Have you had any conferences with the guidance counselors this year regarding a specific child?" Item No. 5 asked the teachers to, "Please estimate how many times you have had conferences with the guidance counselor(s) during the current school year." All 39 teachers indicated that they had had such conferences. As a group, they reported having had a total of 322 of them, averaging about 8 per teacher. This suggests that the program staff maintained a desirably high level of communication flow between themselves and the teachers.

Item No. 6 asked the teachers, "Have you had more contact with the members of the guidance staff this year than last year?" 26 of the 39 teachers responded affirmatively, suggesting that this year's guidance program offered the teachers more guidance contact than had been available last year. Such a finding, of course, greatly adds to the positive impression we have gained of this program.

Item No. 7 asked, "Have you attended any workshop or in-service programs developed by your guidance staff?" and Item No. 8 said, "Please indicate how many workshops you have attended." Only 10 of the 39 teachers indicated that they had ever attended such a workshop. For the total group, half of these said that they had attended one such workshop and half indicated attending two of them. It thus appears that, whereas the guidance program staff was highly effective in encouraging one-to-one contacts with the teachers, they were not so successful in offering group workshops. Scheduling difficulties may have been a major factor here.

In Item No. 9 the teachers were asked to indicate those services which were most frequently offered their referred children by the guidance staff. The results are presented in Table 27.

TABLE 27

FREQUENCY AND TYPES OF SERVICES REPORTEDLY OFFERED TO STUDENTS BY GUIDANCE STAFF

| Types of Services | Number of Teachers Who Reported Them |
|---|---|
| a) individual counseling of students | 30 |
| b) group counseling of students | 10 |
| c) parent conferences | 29 |
| d) class observations and "out of office" contact with children | 14 |
| e) conferences and other time spent with outside agencies | 6 |
| f) workshops for parents | 3 |

The teachers thus accurately perceive the guidance staff as primarily offering one-to-one contacts with either students or their parents.

Item No. 10 asked, "Do you consider the school's guidance referral system to be effective?" Of the 39 teachers, 21 responded, "Yes." This suggests that there is some feeling of dissatisfaction among the teachers with this aspect of the guidance program. Clearly, this suggests that the program staff should investigate the source of this dissatisfaction and the means whereby the referral situation can be improved.

Item No. 11 asked, "Are you satisfied with the service your Guidance Department offers?" Of the 39 teachers, 18 answered "Yes," 19 answered "No," and 2 were equivocal in answering. Thus, in their overall evaluation of the guidance program offerings, half the teachers indicated satisfaction and half dissatisfaction. This degree of dissatisfaction is far below that expected of a truly successful program. The sources of teacher dissatisfaction are evident from the responses to the next item.

Item No. 12 asked, "What recommendations would you make to improve the guidance services at your school?" Almost every respondent indicated a need for much more service than was provided. This means more guidance staff, more psychological services, more intensive counseling services, improved administrative facilities for handling disruptive students, more group guidance services, and more preventive guidance programs for the earlier grades. It thus appears that teacher-dissatisfaction with the program stems, not from the quality or kind of services that were provided, but rather from the limited quantity of services that were provided. Consequently the teachers would agree with the parents (See Parents Questionnaire results) that the program should be continued and expanded.

## The Parents Questionnaires

Completed Parents Questionnaires were received from 24 of the children's parents (14 from one elementary school and 10 from the other). The responses to these follow:

Item No. 1 asked, "Have you spoken to your child's guidance counselor this year?" All 24 parents responded affirmatively. This was to be expected, since the guidance counselors selected the sample from among the parents of children being seen for guidance services.

Item No. 2 asked, "How many times have you spoken to the guidance counselor this year?" Of the 24 parents, 2 answered "once," 8 answered "twice," and 14 answered "many times." This suggests that, at least for this sample, most of the parents of guidance-serviced children were very much involved with their children's guidance counselor. Such parent - counselor cooperation would appear to be a necessity for maximum guidance effectiveness.

The parents were asked, in Item No. 3, "Did you visit the guidance counselor(s) this year without her asking for a meeting?" Of the 24 parents, 13 responded "Yes," 8 answered "No" and 3 did not respond. These results suggest that the parents as a group felt comfortable enough to initiate contact with the guidance staff. This would appear to mean that the guidance staff conveyed an accepting beneficial attitude and that parent-counselor communication could procede openly and effectively.

The parents indicated that they initiated such contact to discuss the children's problems and progress. This undoubtedly provided much-needed mutual feedback between parent and counselor.

Item No. 4 asked in what areas the parents felt their children were helped by the guidance counselors. The results are presented in Table 28:

TABLE 28

PARENTS'VIEWS OF AREAS IN WHICH THEIR CHILDREN RECEIVE ASSISTANCE FROM GUIDANCE STAFF

| Area of Help | Number of Parents Who Responded | | |
|---|---|---|---|
| | Yes | No | ? |
| a) get along better with other students | 14 | 4 | 6 |
| b) get along better with his/her teachers | 14 | 4 | 6 |
| c) improves his/her schoolwork | 11 | 7 | 6 |
| d) improve any other problem areas | 11 | 8 | 5 |

The parents, as a group, generally felt that their children were helped to get along better with their classmates and teachers. However, slightly less than half of the parents believed that their children's school work or other problems had been helped by the guidance counselors. This suggests, perhaps, that the guidance staff may have been more effective in personal counseling than they were in providing tutorial or other supplementary educational help. It is not unlikely that the counselors' busy schedules did not permit as much of such activities as the parents would have liked.

Those parents who referred to "other problem areas" described a variety of traditional referral and counseling activities which helped their children with emotional, health, and academic problems.

Item No. 5 consisted of the following questions: "(a) Has the guidance counselor referred you to any services or agencies outside the school?" and "(b) If yes, could you list these services or agencies?" 16 of the 24 parents responded affirmatively to "(a)." They listed referrals to a variety of community health and family agencies. This two-thirds proportion appears to be a very favorable one, suggesting that the counselors were very active in making such referrals. Most of the parents indicated (Item 5 (c)) that they were not aware of these agencies prior to having been told about them by the guidance counselors. This suggests that the guidance counselors are also providing a considerable amount of parent-education, a highly valuable activity.

In Item No. 6 the parents were asked, "What do you feel your child's greatest problem was this year?" The parents listed a variety of personal, social, and academic problems of the kind traditionally dealt with the school guidance counselors. This suggested that the counselors accepted appropriate kinds of referrals and, from the foregoing and succeeding responses, dealt with them effectively.

Item No. 7 asked, "Are you satisfied with the services the guidance office has provided this year?" 21 out of 24 parents answered "Yes." This succinctly summarizes how well received the guidance program was, at least as far as this sample of parents is concerned.

Item No. 8 asked the parents to underline whether they felt their "child has received poor, fair, good, or excellent guidance services this year?" 2 answered "poor," 6 responded "fair," 8 answered "good," and 7 "excellent." That the majority of parents responded either "good" or "excellent" lends further support to the conclusion that this guidance program was well thought of by this sample of parents.

Item No. 9 asked, "Do you feel your child is getting along better in school this year than last year?" 17 of the 23 parents responding answered "Yes." This, too, further illustrates parental approval of this program and suggests that the increased guidance services have helped the children considerably. Items No. 10 and No. 11 asked similar questions, one pertaining to guidance help and the other to learning. In both cases the parents overwhelmingly indicated that things were better for their children this year as compared to last year. Thus, again, we found excellent parental response to this program's guidance offerings.

Finally, in Item No. 12 the parents were asked, "How could the guidance services in your child's school be better?" The responses all referred to one or more of the following needs: (1) increased numbers of counselors (2) more supporting mental health personnel (3) more efficient administrative attention to discipline problems, and (4) more tutorial, remedial, and other supplementary educational help for children.

It is thus clear, at least from the standpoint of this sample of parents, that this guidance program should be maintained and, if possible, expanded in the future.

## VI. CONCLUSIONS AND RECOMMENDATIONS

The addition of two part-time counselors to the two schools substantially expanded and improved the overall guidance program. Children receiving services appear to their parents to be responding better to school this year than last year. There was some dissatisfaction with the guidance services. Mainly due to the quantity of service rather than the quality of the services rendered.

If the program is recycled, the following is recommended.

1. The hiring in each school of a paraprofessional specifically for the full-time use of the separate guidance departments to be available as an auxiliary person to assist with administrative and less confidential issues, thereby allowing the counselors more uninterrupted time.

2. The changing of the referral procedure at PS 268, since it is felt that the initial parent interview with the principal dilutes the relationship of confidentiality that should be solely vested with the counselors.

3. More physical space for each department, particularly for "resting" adjacent to the guidance office room for students who have caused a disruption and need a place to "cool off" before being seen by the counselor or returned to class. At present these students are sent to the already overcrowded guidance offices and further crowding and confusion results.

4. More workshops for parents and teachers.

5. Earlier funding so that planning and hiring can be undertaken well in advance of the school year.

# PROJECT SUCCESS

## I. INTRODUCTION

The socially and emotionally maladjusted public school student's problems, both to himself and to others, are well known. He experiences failure, frustration, rejection, and unhappiness. In turn, he disrupts, challenges, and greatly reduces the efficiency of the teaching and learning situation of his entire classroom. To banish him permanently from the educational mainstream may serve only to further alienate, antagonize, and to scar him forevermore. To maintain him in his regular class, however, may entail sacrificing his classmates' educational opportunities. What then can be done? One possibility is to remove him temporarily and to place him in a small class-size, self-contained, well-staffed, emotionally-supporting, failure-minimizing, special setting until he regains his emotional and educational equilibrium and can be returned to the mainstream.

Project Success attempts to do this.

## II. PROGRAM DESCRIPTION

This project, initiated by District 18, involved the establishment of a separate school designed to provide an educational program to help non-adjusting junior high school pupils to grow in educational skills, emotional security, and social relationships. Located at 837-43 Utica Avenue, Brooklyn, New York. It has four rooms, of classroom size, three offices, a large reception area, a conference room, and toilet facilities.

The children served by the project were those with a history of school failure and maladjustment. Selection of the pupils was based on recommendations of the local school principals and approval by a screening committee operating under the directorship of the Community Superintendent.

In addition to offering the enrollees small-sized classes and individually tailored instructional programs, the project was designed to provide recreational experiences, remedial help, supportive mental health services, narcotic prevention programs, educational and vocational guidance, and psychological evaluations.

The program started with a small number of children and slowly increased the roster. By May 12, 1971, 27 children were on register and by the school year's end, 40-50 children were expected to have attended the program for varying periods throughout the 1970-1971 academic year.

## III. PROGRAM OBJECTIVES

1. To effect a more satisfactory school adjustment as illustrated by a greater interest in school work and fewer instances of infractions of the school behavior codes.

2. To effect a positive attitude of pupils toward school through the use of an individualized instructional program as evidenced by improved pupil attendance records and results of teacher made attitude tests .

3. To improve academic skills in such areas as mathematics and reading through a program of remedial instruction in those areas.

4. To develop in the parents an awareness of the causes of their children's school and personal problems, and to determine the role that parents can play in ameliorating these problems. Parents' workshops and conferences conducted by the District staff, et al. were employed for these purposes.

5. To provide experiences which allow the child to return to a regular school setting.

## IV. EVALUATION OBJECTIVES

1. To determine whether the children show an improvement in school behavior as indicated by an improvement in ratings by the teacher in the final questionnaire over the initial questionnaire for 80% of the enrollees.

2. To determine whether student attitudes improved as a result of individualized instructional programs as shown by ratings by the evaluation team of "very good" or "superior" based on site visits and interviews.

3. To determine whether academic skills in reading and mathematics of 75% of the sampled students improved as measured by a 1.0 year rise in 1971 vs. 1970 year-end achievement test scores and an increase in 1971 vs. 1970 year-end report card grades.

4. To determine through Parents Questionnaires whether 75% or more parents have been helped by the program to better understand their children's problems.

5. To determine whether 75% or more of the enrollees were returned to regular school placement on the termination of the program, and whether "very good" or "superior" experiences were provided by the program to this end as determined by evaluation team ratings.

## V. METHODS AND PROCEDURES

1. The Teaching and Learning Research Corp.'s evaluation team members made regular site visits and interviewed all participating personnel and the district administrative staff.

2. The enrollees' 1969-70 and 1970-71 school records were surveyed, recorded and analyzed. This data analysis surveyed the pupil's attendance, lateness, report card grades, and standardized achievement test results.

3. All enrollees were administered both a Student Questionnaire and a "Student Ideas About School Test". These assessed the enrollees' attitudes and opinions about themselves, their educational experiences in general, and Project Success in particular.

4. Each enrollee's teacher completed a Teacher's Questionnaire assessing the students strengths, weaknesses, and special needs.

5. All project personnel completed a Staff Evaluation Questionnaire, sampling their opinions of the program's strengths, weaknesses, and needed changes.

6. Parent's Questionnaires were distributed to the parents of all program enrollees.

## VI. RESULTS OF THE EVALUATION

It was our impression that program strengths derived from the staff's committed, enthusiastic, and sensitive approach to these troubled youngsters. The staff's effectiveness, however, seemed to be limited by their use of very conventional materials which were often imperfectly geared to the special needs of the individual pupils. Whereas, the staff seemed very successful in building up the kinds of relationships with their pupils which are required for optimal learning to take place, they were not so successful in creating among the enrollees a desire to learn per se. That is to say, traditional Math and English still seemed boring and frustrating to most of the enrollees despite the pupils being eager to interact with the staff, whom they clearly viewed in very favorable terms.

### A. The Staff Evaluation Questionnnaire Results

Thirteen participating staff members completed Staff Evaluation Questionnaires. Of these, three were teachers, two were teacher aides, three were guidance counselors, and five others were a principal, a family assistant, a school aide, an educational assistant and a secretary.

Each staff member was asked to "Please briefly describe your duties in this project" in Item No. 1. A summary of staff's description of their duties follows:

The Teachers. "Teach basic academic areas using an individualized approach. Head the math program and the use of calculators." "Teach a boys' group and the industrial arts program." "Teach a group of nine boys with an emphasis on reading and math. Provide assistance in gym and health education activities."

The Teacher Aides. "Supervise students in activities, assist teacher in reading, oversee the bussing of students." "Improve social relations in the classroom, assist teacher, help with discipline, support other staff."

The Guidance Counselors. "Provide group and individual counseling with a vocational emphasis. Encourage parental involvement. Place students in summer academies, Youth Corps, and secure other services for students." "Program development, coordinate trips, make clinic referrals, coordinate testing, assist the administrator, conduct parent interviews, seek employment for students, screening and provide individual and group counseling." "Provide general counseling, make referrals, conduct interviews, and provide liaison with special personnel."

The Principal. "Overall administration and supervision of the project, teacher and paraprofessional training, securing materials, serve as liaison with district and school board."

The Family Assistant. "Prepare and serve lunch, call in attendance figures, relate to parents and children in a positive way."

The School Aide. "Assist with lunchroom activities and book supplies, patrol building, supervise games, and serve as receptionist when needed."

The Educational Assistant. "Assist teacher in the classroom, establish communication with the children, help with discipline, chaperone on busses and provide general supervision of students."

The Secretary. "Traditional secretary-receptionist duties."

The various staff members' descriptions of their duties were fully consistent with our observations and, in our opinion, were fully consistent with what was expected of them.

Item Nos. 2 - 7 asked the thirteen staff members a variety of questions assessing their impressions of various aspects of the program. These were multiple-choice format items with the four following response-options:

a. not effective
b. slightly effective
c. effective
d. very effective

The item contents and numbers of staff members who answered with each of the four response-options were as follows:

## TABLE 29

## STAFF EVALUATION OF PROJECT EFFECTIVENESS

"How generally effective do you feel your project to be in ..."

| Item Nos. | | Responses | | | |
|---|---|---|---|---|---|
| | | (a) Not Effective | (b) Slightly Effective | (c) Effective | (d) Very Effective |
| 2. | "...accomplishing its objectives." | 0 | 1 | 10 | 1 |
| 3. | "...raising students' academic achievement." | 0 | 1 | 11 | 1 |
| 4. | "...improving students' classroom behavior." | 0 | 3 | 0 | 10 |
| 5. | "...improving students' attitudes towards school." | 0 | 0 | 8 | 5 |
| 6. | "...increasing parents' understanding of their children's needs and problems." | 0 | 0 | 7 | 6 |
| 7. | "...obtaining special educational, health, and other needed community services for the students." | 0 | 1 | 8 | 4 |

The results clearly indicate that the staff generally felt their program to be either effective or very effective in providing for the enrollees' needs.

In Item No. 8 the staff members were asked to briefly describe what they felt to be the program's major strengths, major weaknesses and recommended changes. Representative answers follow:

a. Major Strengths. "The students get individual attention and support, there is much parental contact, there are adequate facilities." "The individual attention yields greater student potential." "There is friendliness here, people get along with each other." "The attention and service given to youngsters." "The program improves communication, develops the children's controls, and there is an attractive faculty." "The individual attention and latitude for experimentation." "Smaller classes, individual attention, and cohesive staff." "Individual attention and kindness."

b. Major Weaknesses. "Lack of funds, no hot kitchen, no physical education facilities." "Lack of funds and supplies, especially for bowling, gym, and food services. Another teacher is needed. Penny-pinching is wasteful of the educational plans of the program." "Lenient disciplinary measures, use of profanity permitted and disrespect." "Materials were ordered but not delivered. There was a cut-back of funds. Poor lunches. A fourth teacher was not hired. We need a Science person."

c. Recommended Changes. "More monies for gym program, lunches and snacks. We also need an assistant principal." "More specialized training for our personnel in working with the social deviate." "The maximum enrollment should be 25-30 students. A full-time psychologist and assistant principal should be assigned. Expand the industrial arts program." "A 40 student population is too high. We need a better shop program, better tools. There should be no pressure to return students to normal classes prematurely. A full-time psychologist should be assigned." "More time for workshops. An adequate supply of teaching materials should be provided. More psychological and social services. More special classes should be provided."

In general, we agree with the views expressed by the project staff members.

B. The Parents Questionnaire Results

Parents Questionnaires were completed by the parents of 18 enrollees. (They were all parents of boys aged 12-15 in grades 7-9).

Item No. 1 asked the parents if their child "Does poorly in almost all aspects of school work." Of the 18 parents, 8 or 44% responded affirmatively.

The remaining parents (10 or 56%) indicated in Item No. 2 that their child, "Does poorly in just one or two areas of school work." The numbers and percentages of parents (N=100 mentioning each of various areas as one that the child is doing poorly in follows:

TABLE 30

NUMBERS AND PERCENTAGES OF PARENTS MENTIONING VARIOUS AREAS OF SCHOOL-WORK IN WHICH THEIR CHILD IS DOING POORLY

| Area Doing Poorly In | Number of Children | % |
|---|---|---|
| a. Reading | 3 | 30 |
| b. Writing | 1 | 10 |
| c. Mathematics | 3 | 30 |
| d. Spelling | 2 | 20 |
| e. Social Studies | 1 | 10 |
| f. Science | 0 | 0 |
| g. Speaking | 0 | 0 |
| h. General Classroom Behavior | 4 | 40 |
| i. Behavior Towards Teachers | 2 | 20 |
| j. Behavior Towards Classmates | 1 | 10 |
| k. Lateness | 4 | 40 |
| l. Absences | 2 | 20 |
| m. Getting Homework Done | 3 | 30 |
| n. Attitudes Towards School | 1 | 10 |

Thus, the parents of the enrollees seemed very well aware of the abundant academic and behavorial problems presented by their children in school.

In Item No. 3, the parents were asked, "Which of the following types of problems outside of school does your child seem to have?" Of the 18 parents sampled, the following percentages of parents chose each of the following areas as a problem for their children (only two parents indicate that their children had no such problem):

### TABLE 31

### PARENTAL VIEWS OF TYPES OF PROBLEMS CHILD SEEMS TO HAVE OUTSIDE OF SCHOOL

| | |
|---|---|
| a. has difficulty getting along with his parents | 17 |
| b. has difficulty getting along with brothers and sisters | 33 |
| c. gets into fights with other children | 39 |
| d. has difficulty making and keeping friends | 22 |
| e. is lonely | 11 |
| f. is depressed and unhappy | 22 |
| g. gets into trouble of all kinds | 5 |
| h. is very disobedient at home | 5 |
| i. associates with the "wrong" kind of people | 28 |
| j. stays out too late at night | 17 |
| k. seems to be using drugs | 0 |
| l. may be getting into trouble with the police | 11 |
| m. is very nervous | 17 |
| n. has a speech problem, such as stuttering | 11 |
| o. bites his nails | 22 |
| p. other problems of this kind | 17 |

The parents clearly perceive their children as manifesting a very wide array of behavorial problems at home. In this and in the previous item, the parents' views are fully compatible with the fact that their children, in being enrolled in Project Success, were judged to be maladjusted by their local school personnel.

In Item No. 4 the parents were asked, "What kinds of help do you hope your child will receive from Project Success this year?" 17 of the 18 parents responded to this question. The most frequent types of help mentioned, and the number of parents mentioning each were as follows:

### TABLE 32

### KINDS OF HELP PARENTS HOPE CHILD WILL RECEIVE FROM PROJECT SUCCESS THIS YEAR

| Type of Help Needed | No. of Parents |
|---|---|
| 1. Improved Academic Performance | 10 |
| 2. Improved Self-Control & Behavior | 7 |
| 3. Improved School Attitudes | 5 |

Thus the parents obviously believed that their children needed the very kinds of help Project Success was designed to provide.

Item No. 5 asked the parents, "Does your child seem to be receiving the kind of help that he or she needs?" 61% answered "Yes," 5% "No," and 33% "I don't know." These results suggest that very few parents were dissatisfied with the program, but a sizeable proportion (1/3) felt themselves to be "in the dark" about the program. More parent-school communication is therefore needed.

## C. The Results of Student Opinion Sampling

26 enrollees completed the "Student Questionnaire" and the "Student Ideas About School Test." The statistical results of each will next be presented separately and then joint conclusions about them both will be discussed.

### Student Questionnaire Results

The sixteen items of this questionnaire, and the percentages of students responding "Yes" to each were as follows:

TABLE 33

PERCENTAGE OF STUDENTS RESPONDING "YES" TO EACH OF 16 ITEMS ABOUT PROJECT SUCCESS

| | Questions | % of "Yes" Responses |
|---|---|---|
| 1. | The teachers in this school want to help you. | 96 |
| 2. | The teachers in this school expect you to work too hard. | 48 |
| 3. | The teachers in this school are really interested in you. | 84 |
| 4. | The teachers in this school know how to explain things clearly. | 84 |
| 5. | The teachers in this school are fair and square. | 76 |
| 6. | The boys and girls in this school fight too much. | 60 |
| 7. | This school building is a pleasant place. | 84 |
| 8. | The principal in this school is friendly. | 96 |
| 9. | The work at this school is too hard. | 20 |
| 10. | What I am learning will be useful to me. | 92 |
| 11. | The trip to and from school is too long. | 12 |
| 12. | I wish I didn't have to go to school at all. | 32 |
| 13. | This is the best school I know. | 80 |
| 14. | The work at this school is too easy. | 56 |
| 15. | I work hard in school but don't seem to get anywhere. | 40 |
| 16. | I've learned more this year than any earlier year. | 88 |

### The Student Ideas About School Test Results

This test had 21 items which provided the student with a choice of either two or three answer-options. The questions and the percentages of the 26 enrollees responding with each answer-option were as follows:

Note: In those cases where totals equal less than 100%, not all students answered the item).

## TABLE 34

## PERCENTAGES OF RESPONSE TO THE STUDENTS' IDEAS ABOUT SCHOOL TEST

1. I like (62%) do not like (38%) school.
2. Teachers are nice (85%) are not nice (8%) to me.
3. My family cares (100%) does not care (0%) about how I am doing in school.
4. I learn a lot (73%) a little (27%) nothing (0%) in school.
5. I am slow (4%) average (54%) smart (42%) in school.
6. I expect to drop out (8%) graduate (89%) from high school.
7. I will (69%) will not (27%) go to college.
8. My classmates are (92%) are not (8%) my friends.
9. I get into many (15%) few (58%) no (23%) fights.
10. I will fail none (42%) a few (50%) all (8%) of my subjects on my next report card.
11. I never (27%) sometimes (31%) always (33%) do my homework.
12. My classmates like me (85%) do not like me (15%).
13. I am absent from school very often (4%) sometimes (65%) never (31%).
14. I come to school late very often (15%) sometimes (35%) never (42%).
15. This year I enjoy school more (73%) less (8%) the same (15%) as last year.
16. This year I am learning more (69%) less (11%) the same (11%) as last year.
17. This year my teachers are nicer (73%) worse (8%) about the same (15%) as last year.
18. This year my teachers pay me more (73%) less (11%) about the same (11%) attention as last year.
19. I am (46%) am not (50%) in a special class.
20. My classmates enjoy school more than (16%) less than (19%) about the same (54%) as I do.
21. My classmates fight in school more than (31%) less than (31%) about the same (35%) as I do.

The results of both student opinion tests clearly indicate that the students tend to have a low opinion of their present and future educational potentials, but generally were very favorably disposed towards Project Success. Perhaps the only surprising finding was that half of the students sampled did not feel that they were in a special class. If we can assume that they understood the question and answered truthfully, two implications emerge, namely, (1) the students are not fully aware of their problems and special educational needs and (2) the project staff has successfully created a special educational setting which does not produce in the child the feeling that he is in any way a handicapped youngster. Whereas this second possibility would seem to be a very desirable one, the first may not be so fully desirable.

At any rate, Project Success apparently was very successful in establishing a climate of acceptance and encouragement for a group of children who previously had felt themselves to be unaccepted and failure-ridden.

### D. The Teacher Questionnaire Results

The sample consisted of 26 teachers - 6,or 23%,teach in the 7th grade, 19,or 73%,teach in the 8th grade, 1,or 4%,was unlisted.

Item No. 1 asked the teachers if their students were doing poorly in almost all academic aspects of schoolwork. Of the 26 teachers responding, 14 or 34% indicated to be true.

Item No. 2 "This child is doing poorly in just a few areas of academic work" requested that the teachers specify which subjects were most troublesome to pupils.

TABLE 35

SPECIFICATION OF SUBJECTS WHICH WERE MOST TROUBLESOME TO PUPILS

| Subject | % of Teachers Replying | No. of Teachers Replying |
|---|---|---|
| a. reading | 19 | 9 |
| b. writing | 42 | 11 |
| c. mathematics | 23 | 6 |
| d. spelling | 35 | 9 |
| e. social studies | 4 | 1 |
| f. science | 15 | 4 |
| g. foreign language | 0 | 0 |
| h. other | 0 | 0 |

Item No. 3. "This child does not have any problems with the academic aspects of school." Of the 26 teachers responding, 5 or 19% indicated this statement to be true.

Item No. 4 asked the teachers to tell which one of the following aspects of school behavior cause their pupils the most trouble.

TABLE 36

SPECIFICATION OF ASPECTS OF SCHOOL BEHAVIOR WHICH CAUSE PUPILS THE MOST TROUBLE

| Subject | No. of Teachers Replying | % of Teachers Replying |
|---|---|---|
| a speech & communication | 5 | 19 |
| b. general classroom behavior | 17 | 65 |
| c. general attitudes towards school | 21 | 81 |
| d. behavior towards his teacher | 16 | 62 |
| e. behavior towards his classmates | 17 | 65 |
| f. lateness | 10 | 38 |
| g. absence | 9 | 22 |
| h. truancy | 6 | 23 |
| i. sickness | 1 | 4 |
| j. temper outburst | 18 | 69 |
| k. emotional withdrawal | 7 | 27 |
| l. excessive emotional sensitivity | 17 | 65 |
| m. fighting | 13 | 50 |
| n. moodiness | 19 | 73 |
| o. emotional depression | 6 | 23 |
| p. poor physical appearance | 4 | 15 |

Item No. 5, "This child does not have any problems with his school behavior," asked the teachers to comment upon their pupils' decorum. 3, or 12%, of the 26 teachers questioned indicated that their students do not have any problems.

Item No. 6 asked the teachers whether their students do not seem to need clinical and guidance services. Of the 26 instructors responding, 2, or 8%, replied that their students do not need such help.

Item No. 7. The teachers were asked to judge whether their students need clinical and guidance services. Of the 26 teachers giving responses, 24, or 92%, declared that such help is necessary.

Item No. 8. "Does this child seem to be receiving the kind of help he or she needs from the Project Success program" brought the following responses: of the 26 teachers concerned, 81%, or 21, answered "Yes"; 4%, or 1, answered 'No"; 15%, or 4, answered "Don't know."

The results clearly indicate that, in the teachers' view, Project Success enrollees were maladjusted both academically and behaviorally and were in need of the kinds of help Project Success was designed to offer. Furthermore, with very few exceptions, the teachers felt confident that Project Success was able to offer such help effectively. Our evaluation team's observations would tend to bear them out.

## E. The School Records Analyses Results

The 1969-70 and 1970-71 school records of 28 enrollees were obtained and analyzed with respect to absences, lateness, report card grades and standardized achievement test results. The records proved to be very incomplete. In fact, all of the records of all of the enrollees were incomplete in one way or another. Many reasons accounted for this: (1) Some of the boys entered the program from institutions or parochial schools whose records were either incomplete or recorded in a manner that made comparisons with this year's results impossible. (2) Some of the boys were absent last year so frequently that their records were meaningless. (3) In only about 10% of the cases were the same achievement tests given last year as were given this year.

Consequently, the following analyses to be discussed were based on very insufficient data and are more impressionistic than is generally considered acceptable in a scientific educational study.

1. Absences. The average enrollee was absent five days less in 1970-71 than in 1969-70. He was absent about seven days from Project Success this year.

2. Lateness among the enrollees was much less in 1970-71 than it had been in 1969-70. In fact on the average, the enrollees were late 30 days less this year.

3. Report Card Grades where available, each enrollee's report card grades for 1969-70 and 1970-71 were compared in the following categories: Social Behavior, Work and Study Habits, Reading, Oral Expression, Written Expression, Spelling, Handwriting, Social Studies, Mathematics, Science, Health Education, Art and Home Economics or Shop.

It was found that 52% of their grades improved this year as compared with last year, 4% decreased, and 44% of their grades were unchanged.

4. Standardized Achievement Test Scores were not sufficiently complete to make meaningful 1969-70 vs. 1970-71 comparisons. In 1970-71, however, it can be said that the average enrollee was about three years retarded in reading.

## VI CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

1. In general, Project Success appeared to successfully accomplish most of its objectives.

2. The ratio of staff to students assured that every student received intensive, individualized attention.

3. The teaching climate was excellent, however, the teaching methods employed tended to be so traditional that they did not oppear to offer the student anything new.

4. For most of the students observed, the traditional methods employed within an excellent interpersonal climate worked very well. A sizeable minority of pupils, however, were clearly not "reached." Each class observed seemed to have two or three non-participating students and, occasionally, fights were observed to break out among students. The staff dealt with such erruptions patiently and effectively.

5. The program failed to develop exciting, innovative, and personally relevant materials to employ with each enrollee as an individual. Self-motivated enrollees did well dispite the traditionally and sometimes, uninteresting, offerings. For the unmotivated, however, even the great amounts of individual attention given did not seem to work.

### B. Recommendations

1. The program was successful enough to warrent its recycling, especially if a number of changes can be instituted.

2. The program curriculum offerings need to be thoroughly re-vamped. Relevant, high interest and exciting materials need to be developed specifically for the types of children enrolled in this program. Greater emphasis needs to be placed upon the children's daily lives and neighborhood experiences and problems.

3. Total staff participation and planning in the area of curriculum development needs to be undertaken in advance of the next academic year.

4. Briefly stated, the program has effectively created an excellent learning climate tailored to the enrollees' specific needs. Now it needs to work out an equally acceptable content.

5. More communication between school and home is called for.

# INTERIM CLASS FOR MALADJUSTED UNDERACHIEVERS

## I. INTRODUCTION

Some children are underachievers. Others are unable to adjust themselves to the structures, demands, and social expectations of their school environments. Children in either of these two categories pose great difficulties for themselves, their schools, their parents, and, often, their communities. Difficult as they are, they are not as difficult to deal with as are a third category of children. These children have both types of problems, i.e., they are the maladjusted underachievers. They are unable to cope with either the academic or the social aspects of school. Consequently, perhaps more so than any other group, they require our most careful attention.

This project, Interim Class for Maladjusted Underachievers, represents a rise to the challenge posed by such children.

## II. PROGRAM DESCRIPTION

This project was designed to provide special corrective and remedial instruction in small groups to selected children, in five junior high schools and one elementary school, who had not succeeded academically and socially, who were potential holdovers, who would not graduate due to low reading scores on the Metropolitan Reading Test, whose behavior was disruptive in a normal class, or who were potential suspense cases.

Each school had one regularly licensed teacher selected on the assumption that he or she had the qualities necessary for working with the maladjusted underachievers. The students remained with the assigned teacher during the entire day, except in the junior high schools, where the children participated in regular health education and shop courses. The teachers had available to them reading machines and the help of educational assistants trained in their use. In a variety of other ways, too, these assistants served to free the regularly licensed teachers for more individualized instructional activities.

Parent-teacher meetings were employed. Supportive services of the schools' Guidance Counselors, Corrective Reading Teachers, and Audio-Visual Coordinators were utilized. District Specialists assisted with the selection and use of materials in their specific areas. Educational trips were also utilized.

## III. PROGRAM OBJECTIVES

The program objectives were:

1. To select children based on the above criteria in order to provide small group instruction in essential curriculum areas with emphasis on reading to enable these pupils to raise their reading scores to grade level as measured by the Metropolitan Reading Test and to achieve

normal success in other curriculum areas as measured by teacher observations and tests.

2. To reduce pupil drop-out potential by providing guidance services for those pupils and their parents through individual conferences with both groups and through contacts with any mental health agencies which students have been attending.

3. To have 80% of the participants attain a passing grade in the subject areas of Language Arts and Social Studies.

4. To have 80% of the participants demonstrate a mean increase of three to six months in reading and mathematics levels as measured by Metropolitan Achievement Tests at the beginning and end of the year.

5. To have a mean increase for the participants of 50% in attendance over last year's attendance.

6. To have those students who enter at different intervals of the program demonstrate for each month in the program a one month growth in reading and mathematics as measured by the Metropolitan Achievement Tests.

## IV. EVALUATION OBJECTIVES

The evaluation sought to determine the answers to the following:

1. Does the program provide small group instruction by teachers who have the qualities necessary for working with maladjusted underachievers in essential curriculum areas with emphasis on reading?

2. Does the program, through the use of educational assistants and the use of reading machines, free the teachers for more individualized instruction?

3. Do 80% of the participants attain a passing grade in Language Arts and Social Studies?

4. Do 80% of the participants attain a .3 to .6 grade equivalent increase in the reading and mathematics sub-tests of the Metropolitan Achievement Tests?

5. Does this year's student attendance increase by 50% over last year's attendance?

6. Do the parents of students perceive the program as effective in offering their children small group individualized instruction?

7. Do the parents feel that the program effectively improves their children's attitudes towards school?

8. Do the program staff judge the program to be successful? How do they think it could be modified?

## V. METHODS AND PROCEDURES

In order to evaluate the stated objectives the following methods were employed:

1. Observational visits were made to each school involved; classes were observed at reading and other activities; students, teachers, and guidance counselors were interviewed.
2. Questionnaires were developed and administered to parents, staff, and students. The parent questionnaire measured parents' attitudes toward the program and their impressions of their children's attitudes. The staff questionnaire asked for impressions of the program's effectiveness, strengths, weaknesses, and recommendations for change. The student questionnaire examined students' attitudes toward school and the program.
3. Examination of student records of grades and attendance were examined.
4. Collection and analysis of Metropolitan Achievement test scores in reading for May, 1970 and May, 1971 were compared.

## VI. RESULTS OF THE EVALUATION

Before turning to a presentation of the results of the questionnaires, tests, and record-inspections, let us describe our overall impressions of the program obtained from our fifteen site visits, which included visits to all of the schools involved, interviews with teachers, guidance counselors, principals, students, and program directors. (Three different individuals served as directors for various periods throughout this school year.)

From our observations we found that the program was set up as specified in the proposal and all personnel attempted to implement its objectives precisely.

The students who made up the classes were generally a heterogeneous group of poor readers, disrupters, and those with more serious behavior problems. Some of the classes consisted of two grade levels in addition to a wide range of reading levels, intellectual abilities, and behavior problems. In all classes the students were receiving more individualized attention and instruction than would have been possible in the regular classes. The average enrollment in each class was fifteen. All except two of the classes had a paraprofessional who assisted the teacher. Reading machines were utilized in the classrooms, affording an intensive program of reading instruction. All of the teachers observed appeared to be dedicated to the students and competent in teaching.

The amount of guidance services offered to the students varied among the schools. Some schools offered intensive and extensive guidance services, while others provided relatively little. Most of the burden of counseling was left to the teachers who had to deal with a wide range of problems.

Some teachers kept behavior diaries so they could chart improvements and make note of special problems or trends so as to deal with each student's particular needs.

Parent cooperation varied throughout the classes but was generally poor. Despite teacher efforts to elicit cooperation through letters, telephone calls and meetings, only a few parents followed through with the teacher's suggestions. This was indicated in the limited response to the parent questionnaires.

The main orientation of the program staff was motivational. Most of the students in the program had emotionally "turned off" from school and could not relate to teachers. Their drop-out potential was very high. The program offered an individualized and intensive relationship with dedicated teachers that could mean the reorientation necessary to give these students the motivation to re-enter and succeed in the school system. In a discussion conducted by a member of our evaluation staff with one of the classes, the enrollees' keen sense of what the program has meant was displayed. They recognized the stigma associated with being in a special class but, because of the sincerity of the teachers, the groups gradually became cohesive and loyal. Some students refused to be transferred, and one class demanded to stay together with the paraprofessional when the teacher was absent.

We were very favorably impressed with the program and especially its main asset -- the teachers who worked hard to carry out the program's objectives and who succeeded to a great extent. For example, there was one school which entered the program late and which apparently functioned successfully without the reading equipment or paraprofessional. This unit's apparent success seemed largely due to the dedication of the teacher, assistant principal, and guidance counselor.

## 1. Results of Record Inspections

A. Attendance and Lateness. Although attempts were made to obtain all of the enrollees' 1970 and 1971 attendance and lateness records for comparison, only 57 such records were made available to us. Various explanations for this incompleteness were offered to our evaluation staff. In many areas, the students had attended other schools the preceding year and their complete records did not accompany them. In other cases, outgoing students' records had been transferred to the receiving school and were no longer available.

Of the 51 students with complete attendance records for 1970 and 1971, 50% showed improved attendance this year, 47% had poorer attendance this year, and one student (2%) showed no change.

Complete 1970 and 1971 lateness records were available for 53 of the enrollees. Of these, 31% compared improved in punctuality, 49% showed poorer punctuality, and eight children's lateness records were unchanged. Thus, although the program kept the attendance at last year's levels, the program did not have a positive impact on the students' tardiness.

B. Standardized Test Results. Records of their 1970 and 1971 Metropolitan Achievement scores in reading were available for 45 of the students in the program.

Of these, 88% attained higher scores, but 12% received lower scores this year. The average gain was .7 grade equivalents. Eighty-six percent of the students gained .3 years or more in reading. The mean reading level for all students in May, 1970 was 4.0 and in May, 1971 was 4.7.

C. Report Card Grades. The 1970 and 1971 Social Studies grades were available for 50 of the enrollees. Of these, 58% improved this year while 42% showed no change. Passing grades (65 or higher) were obtained by 88% of our sample.

In the area of Language Arts, which included reading, oral communication, written communication, and spelling, 41 students' records were complete and available. Of these, 51% showed an improvement this year. Passing grades were received by 81% of this sample.

Of the 50 students with complete mathematics records, 46% showed an improvement this year, 50 % showed no change, and 4% had lower grades.

In science, of the 50 students with complete records, 34% showed improved grades this year, 50% showed no change, and 16% had lower grades.

In general, an analysis of report card grades poses several difficulties. In this sample, many of the students were pre-selected for the program because of their poor school performance. Obviously, when a student receives the lowest grade possible during the previous year, his grade can only go up or stay the same during the program year.

2. Questionnaire Results

A. The Parent's Questionnaire. A ten-item true/false parents' questionnaire was distributed to all of the enrollees to bring home to their parents. Eighteen of these were returned.

The ten items of which this questionnaire was composed, as well as the percentage of parents responding "true" follows:

TABLE 37

PARENTS' QUESTIONNAIRE RESULTS

| Items | % True |
|---|---|
| 1. My child likes school. | 61 |
| 2. My child is doing well in school. | 82 |
| 3. My child gets into a lot of trouble in school. | 25 |
| 4. My child gets into a lot of trouble at home. | 0 |
| 5. My child is being helped in school more this year then in the past. | 94 |

| Items | % True |
|---|---|
| 6. My child's teachers give him more attention this year than in the past. | 100 |
| 7. My child is learning more in school this year than in the past. | 100 |
| 8. My child has an attendance problem in school. | 18 |
| 9. My child is often late for school. | 29 |
| 10. I am satisfied with the program my child is in this year. | 100 |

Although the relatively small size of this sample precludes totally conclusive statements, the results clearly indicate very strong parental approval of the program. It is obvious that the parents sampled feel that their children learned more this year, and did better in school this year than in the past.

B. The Staff Evaluation Questionnaire Results. Eleven professionals and paraprofessionals completed our Staff Evaluation Questionnaire. Of these, 5 were teachers, 4 were Educational Assistants, and 2 were Assistant Principals involved in the Interim Class project.

Item No. 1 asked the staff members to "Please briefly describe your duties in this project." The 5 teachers listed their duties as (1) "Teach reading," (2) "Plan daily lessons, interview students with problems, individual and group work with students in all subject areas, contact parents on a regular basis, contact guidance and other special service personnel for assistance, advise teaching assistants and others in methods and procedures," (3) "Teach all subjects, reading instruction, discipline," (4) "To increase reading proficiency, teach respect for people's rights and feelings," and (5) "Teach all subjects except reading."

The four Educational Assistants described their duties as (1) "One-to-one and small group reinforcement of learning, contact parents and guidance personnel, utilization of teaching machines, and teach remedial reading," (2) "Assist teacher, run machines, clerical work," (3) "Assist teacher, understand and listen to students' problems, escort students to special classes, encourage togetherness in work and play, encourage good behavior, encourage interest in school work," and (4) "Run machines, individual work with students in reading."

The two Assistant Principals listed their duties as (1) "Organize class, promotions, and transfers, supervision of teachers and educational assistants, ordering of books and supplies, programming of teachers and pupils," and (2) "Administer and supervise the project." These descriptions appear to be fully in keeping with the staff's expected and observed functions.

Item Nos. 2-7 asked the staff to evaluate various areas of effectiveness of their program. They were given four response options, namely:

a) Not effective
b) Slightly effective
c) Effective
d) Very effective

The percentage of the 11 staff respondents who answered in each of these four response categories to each of these questions was as follows:

## TABLE 38

## STAFF EVALUATION OF PROJECT EFFECTIVENESS

Questions:

"How generally effective do you feel your project is . . .

| | | Response Percentages | | | |
|---|---|---|---|---|---|
| Item Nos. | | a | b | c | d |
| 2. | ". . .in accomplishing its objectives?" | 0 | 9 | 74 | 37 |
| 3. | ". . .in raising students' academic achievement?" | 0 | 27 | 46 | 27 |
| 4. | ". . .in improving students' classroom behavior?" | 9 | 9 | 55 | 27 |
| 5. | ". . .in improving students' attitude towards school?" | 9 | 9 | 55 | 27 |
| 6. | ". . .in increasing parents' understanding of their childrens' needs and problems?" | 18 | 46 | 18 | 18 |
| 7. | ". . .in obtaining special educational, health, and other needed community services for the students?" | 46 | 18 | 9 | 27 |

These results indicate that the staff generally judged their program to be successful in some ways and not successful in others. They found it to be effective in accomplishing its general objectives, in raising students' academic achievement, in improving students' classroom behavior and in improving students' attitude towards school. In contrast, the majority of the staff felt the program to be less than effective in increasing parents' understanding of their children's problems and in obtaining needed community services for the enrollees.

In Item No. 8, the staff members were asked to indicate (a) the major strengths of their program; (b) the major weaknesses of their program; and, (c) their recommendations for changing their program.

The major strengths pointed out by the staff were: the reading program; individualized attention given to students; improved student behavior and attitudes; improvements in interrelations between teachers, students and parents and racial groups; and provision for students who had disrupted regular classes.

The major weaknesses mentioned were: the heterogeneity of the classes (the mixing of grade levels, varied reading levels, and behavior problems); parent apathy; and the lack of psychological counselling for students.

The recommended changes included obvious correction of the aforementioned weaknesses as well as to make the program a voluntary one, to eliminate severely emotionally disturbed children from the program, more money for lunches, teaching materials and equipment, and better physical facilities.

## C. The Students Ideas About School Test

Thirty-three students, grades 6 through 9, were given the "Student Ideas about School" test. Six (approximately 18%) of the students tested were female and 27 (approximately 82%) were male. Seven children (approximately 21%) were in the 6th grade; 15 of the students (46%) were registered in the 7th grade; five (15%) were 8th graders; the ninth grade was represented by 6 or 18% of the pupils sampled. The ages ranged from eleven to sixteen: one student (3%) age eleven; four students (12%) age twelve; 12 students (36%) age 13; nine students (27%) fourteen years of age; 18% or six students 15 years old; and one student (3%) age sixteen.

Item No. 1 was concerned with whether the child likes or does not like school. In response to this question, 17 out of 33 children or 52% responded in the positive, "I like school;" 48% or 16 pupils responded in the negative, "I do not like school."

Item No. 2 asked the child to render his feelings about the way teachers react to him, "Teachers are nice" or ". . .are not nice to me." In response to this question, 26 out of 33 students tested (79%) felt that teachers were nice to them; seven (21%) felt the reverse.

In answer to Item No. 3, "My family cares. . ." or ". . .does not care about how I am doing in school," 32 out of a sample of 33 pupils (97%) replied, "cares," and one student (3%) answered, "does not care."

In Item No. 4 the student was asked to decide whether he/she learns "a lot," "a little," or "nothing" in school. One student (3%) replied "nothing;" eight students (24%) replied "little;" 24 students (73%) replied "a lot."

In Item No. 5 the student was asked to evaluate his/her performance in school, "I am slow, average, smart in school." 5 students (15%) rated themselves "smart;" 6 students (18%) rated themselves "slow;" and 22 students (67%) rated themselves "average."

For Item No. 6, "I expect to drop out, graduate from high school," only four students (12%) expected to drop out; while 29 (89%) expected to graduate.

In answer to Item No. 7, "I will, will not go to college," 15 of the 33 sampled, or 45% did not expect to further their education; 18 (54%) expected to go on.

The 8th Item (Item No. 8) was an inquiry as to whether or not the pupil felt that his/her classmates were also his/her friends. Ninety-seven percent 32 children replied positively; only one student (3%) answered "no."

Item No. 9, "I get into many, few, no fights" received a "no fights" response by eight or 24% of the children; eighteen children (54%) replied "few," and seven children (21%) answered "many."

In response to whether the student felt he/she would fail "none," "a few," or "all" of his/her subjects on the next report card (Item No. 10), twenty-three pupils (70%) were inclined to think "few;" seven (21%)felt they would fail "none;" two (6%) felt they would fail "all;" and one child (3%) did not respond.

Regarding their homework habits, Item No. 11, 19 students (58%) said that theydo their homework "sometimes;" ten (30%) stated that they "always" do their homework; and four (12%) declared that they "never" do any work at home.

As to whether the youths felt that they were liked by their classmates, Item No. 12, two (6%) claimed they were not liked; thirty (90%) asserted that they were liked; and one child (3%) did not respond.

The next question, Item No. 13, was concerned with the attendance of the enrollee, "I am absent from school very often, sometimes, never." Four students (12%) claimed that their attendance was perfect; twenty-five (76%) circled "sometimes;" and four (12%) felt that they were absent from school "very often."

Item No. 14 dealt with the frequency of tardiness of the youngster, "I come to school late very often, sometimes, never." Six youths (18%) chose not to respond; two (6%) declared that they were never late; sixteen (48%) felt that they were late sometimes; and nine (27%) replied "very often."

As to whether the individual found school this year to be more, less or equally as enjoyable as in the past year (Item No. 15) six (18%) answered negatively; eight (24%) answered "the same"' and 19 (58%) circled "more enjoyable."

Concerning the amount learned this year as compared to the year before, Item No. 16, twenty-seven children (82%) of those sampled, felt that there was a rise; three (9%) decided there was no change; and 3 (9%) declared that they had learned.

The next response, Item No. 17, given by the pupils was in regard to their attitude toward their teachers this year in opposition to those last year. Eighteen respondants (54%) stated that this year their teachers were nicer; six (18%) claimed that their instructors this semester were less favorable; and nine (27%) noticed no difference.

The proceeding item, Item No. 18, dealt with whether the youngsters felt that they received "more," "less," or "about the same" amount of attention from present teachers as compared to those in the past year. The response of 24 persons (73%) was "more;" two or 6% felt that they had received "less;" and seven (21%) declared that it was "about the same."

For Item No. 19, "I am, am not in a special class," 31 o- 93% of those sampled were enrolled in a special class; of the two remaining, one (3%) was not in a special class; and one (3%) did not respond.

"My classmates enjoy school more than, less than, about the same as I do," was Item No. 20. Sixty-seven percent, 22 of the children, deduced that the most correct response was "about the same;" four (12%) felt that their classmates enjoyed school more; and seven (21%) decid-d that school was more pleasurable for them.

The final item on the questionnaire, Item No. 21, questioned the degree to which the individual tested felt that h-s/her classmates fought in school in contrast to his/her own involvement in this activity. Three percent, one student, chose not to answer; (30%) or 10 pupils, felt that their classmates were less indulgent in this respect; (45%) 15 people claimed that their schoolmates fought more often; (21%) seven of the answers indicated that there was no difference.

## VII CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

1. Attendance during 1970-1971 improved very little over last year's attendance.

2. Student punctuality did not improve during this year's program.

3. The average gain in reading met the program objective, and was similar to the rate of achievement gain during these students' previous school years, particularly, for the older students.

4. The report card grades improved during the 1970-1971 school year. The ratio of students improving their grades this year was far ahead of last year.

5. The parents of the children feel overwhelmingly positive about their child's program and his progress in school.

6. The students feel very positive about their teachers, feel they learn a lot in school, feel that school was more enjoyable this year than last year.

### B. Recommendations

1. The addition of a psychologist or counselor to the staff, who would visit each class weekly for group guidance, individual counseling, testing and teacher advisement. Teachers were not equipped to deal with variety of behavioral problems.

2. More staff supervision and coordinated meetings.

3. The reading program schould be supplemented with individualized material and books as well as social science and language arts material.

4. Selection of students for the class should be a little less heterogeneus. Only one grade level should be included in a class (6th, 7th, 8th, 9th graders).

5. Parent involvement should be promoted by required meetings. Interaction should be stressed.

B.E. #71-1-6456

## GUIDANCE AND CORRECTIVE READING

### I. PROGRAM DESCRIPTION

The Guidance and Corrective Reading Program was set up at four Junior High Schools; J.H.S. 223, 227, 201, and 62 in District 20, Brooklyn, serving grades six through nine. The program was designed to provide special compensatory services and education to children who were retarded two or more years in reading and who also had emotional and psychological problems resulting from their backgrounds. The professional staff consisted of a Project Coordinator, five reading teachers, one at each of the four schools and an additional teacher who was assigned to cover both J.H.S. 223 and 227; and four guidance counselors, one located at each school. In addition to the special corrective reading teachers and specially selected guidance counselors,(whose purpose is to advise and help these children in their adaptation to the problems of social interaction and everyday life in New York City) closer cooperation was to be established between parent and teacher in the improvement of the child's reading skills. Parental and community cooperation played an important role in the program.

The five reading teachers worked directly with small groups of children of approximately 10 students per group who were below grade level in reading. The students were scheduled for this instruction for 3 to 4 periods for approximately 45 minutes per period, each week. The corrective reading Teacher was assigned six periods of reading instruction per day.

The guidance counselors provided individual and small group counseling for children referred to them by administrators, classroom teachers; or by parents for problems involving learning disabilities, school adjustment, health or emotional problems, underachievement, poor attendance, or general personal maladjustment and poor attitudes. Their duties also included the seeking out and identification of the talented and potentially gifted children in this program. The guidance counselor at each school was also responsible for evaluating and screening all prospective program candidates. (Both cumulative records and teacher recommendations were an integral part of the screening.) Identification of the student with emotional and psychological problems took place after his/her admission into the program. The policy of the guidance counselors was to see each child on a regular basis. After approximately 4 sessions they were then placed in a group where they received group counseling. The size of these groups ranged from five to eight students.

In addition to the above, there was widespread dissemination of program-related information to parents and community groups through individual letters, public meetings, community council meetings, and newsletters.

## II. PROGRAM OBJECTIVES

### A. Primary Objectives

1. To have each child in the program raise his/her reading grade level by eight months or more as measured by the New York Metropolitan Achievement Tests in reading.

2. To give vocational and educational guidance to each child in the program who is emotionally, socially or psychologically disturbed in order to improve his/her attitude toward school and to raise his/her achievement level. As a result of the vocational and educational guidance, there should be a mean increase of 50% in attendance over the previous year's record.

### B. Secondary Objectives

1. Every participating student in the program should be contacted for an interview by his counselor.

2. Every parent of participating students should be invited for an interview.

## III. EVALUATION OBJECTIVES

The evaluation sought to determine the following:

1. The extent to which the enrollees increased their reading achievement is measured by the Metropolitan Achievement Test in reading.

2. The extent to which the children's attendance, lateness, report card grades, and school attitudes improved this year.

## IV. METHODS AND PROCEDURES

1. Several site visits were made by members of the evaluation staff. These involved observations of ongoing instruction in the special reading classes, interviews with participating personnel, and the administration of questionnaires and tests.

2. Fifty Staff Evaluation Questionnaires were distributed to the various persons involved in this project (e.g., official and subject teacher of class, educational assistant, assistant principal, reading teacher, and others.) The questionnaire gave the staff member an opportunity to describe his/her role in the project, assess the extent to which it achieved its objectives, analyze the strengths and weaknesses of the program, and to make recommendations for program changes.

3. Teachers Questionnaires were submitted to the teachers of 40 enrollees assessing the students' progress, problems, needs, and whether this youngster has been receiving the kind of assistance he/she requires.

4. Parent Questionnaires were distributed to a sample of 58 of the program's enrollees' parents. Two different types of questionnaires were handed out. Essentially both of these (Forms A and B) were concerned with how the parent felt his/her child was doing in school; the types of problems the enrollee seems to have outside of school; whether the child has received more help in school this year than in the past; and if the parent was satisfied with the program.

5. A Student's Ideas About School Test, an attitudinal scale created by the evaluation team was submitted to the various pupils enrolled in this program. The youths were asked to comment on their feelings toward school, their academic achievement, abilities, attitudes towards classmates, and future academic plans, etc.

6. School Record Data Sheets were used in order to gather pre- and post-program data on the enrollees.

7. A comparison was made between Metropolitan Achievement Test scores in reading for 1969-70 and 1970-71.

(Note: The fact that this program was delayed in beginning and delayed further in being assigned to us for evaluation precluded the opportunity for true pre- and post-testing. Consequently, most of our measures were post measures and were treated retrospectively.)

## V. RESULTS OF THE EVALUATION

### A. Interview, Observation and Impressions

The interviews and the observations of classroom activity produced strong evidence that there was a strong and seemingly successful attempt to personalize every aspect of the curriculum for the students involved in this program, with the intent of producing a better adjusted child, one who is better able to operate in a normal school setting. The policy of the guidance counselors in their effort to effect these goals was to see each child on a regular basis and after approximately four sessions to place him/her in a counseling group.

Counselors received in-service training on a weekly basis. During the training sessions problems were discussed, case presentations made, suggestions submitted for ironing out various difficulties, and constructive criticism voiced by the other members of the staff. In February, a special note was sent to all the participating principals and counselors from the District Supervisor of Guidance for the purpose of scheduling a series of 5 special meetings. The first session was intended to review the following: a program description, the construction and administration of the questionnaire on attitudes toward school and the maintenance of interview records. The later sessions were to include an exchange of practices, case presentations, ongoing evaluations, etc.

For the reading teacher six periods of reading instruction were scheduled per day. The dialogue between the reading teacher and guidance counselors was a continuous ongoing one usually conducted during the in-service training sessions by the District Guidance Supervisor.

As part of the desire to make this program comprehensive, there was a regular, prompt flow of information and program-related material to the parents and community groups. At the start of the program a notice was sent to all parents describing the nature of the program and inviting them to meet with the staff so as to participate in the child's program activities.

The dissemination of material was so well constructed that it was even available to those parents who were unable to attend the meetings, thus providing an opportunity to keep abreast of the program by supplying them with a list of suggestions presented and discussed at the meetings, along with a list of items they could do at home in order to aid in the process of behavior modification. An example of such a letter follows:

## HOW PARENTS CAN HELP CHILDREN IMPROVE THEIR READING

1. Make certain that you have reading material in your home, books, magazines and newspapers. Discuss articles of common interest with your children.

2. Purchase suitable paperback books for your children. Students like their easy portability.

3. Talk to your children about their work at school each day. What are they reading in English and reading classes? Encourage them to express their opinions about these things.

4. Praise and encourage all attempts to read at home. Ask older children to read simpler stories to younger children in the family.

5. Sit down with your child and ask him to read to you. Help him sympathetically, when he has difficulty.

6. Give the child your full attention when he reads. If you listen reluctantly, it will have little value.

7. Find out what your child is required to read in school. Examine his books. Read them so that you may discuss them. Discover what supplementary texts are to be read and check to see that he is reading them.

8. Create reading opportunities at home related to household chores, your recipes, your occupation or your hobbies. Girls can profit greatly by following recipes. Boys can benefit from reading and following directions for constructing models, or furniture.

9. To surround your child with appropriate reading materials, it is important that you know his recreational and vocational interests so that the material is suitable. Check with your child's teachers in order to determine his reading level.

10. Stimulate your child's use of the public library. See that he has a library card and let him see that you use the library yourself.

11. Help your child to start a library of his own.

12. Discuss any of these suggestions with your child's subject teachers and guidance counselor. They will gladly help in any way that they can.

---

Care was taken throughout this program to keep the participating students involved as much as possible in the normal, everyday school program. Some counselors made use of a conduct form to serve this purpose. The form required the teachers to give each child a mark for conduct and for their academics. From this, both the child and the counselor could easily ascertain improvement. The staff found this to be effective for both parties.

Visits were made to the various reading classes in all of the schools involved. Below are the observations made during two such visits:

1. A classroom of orderly, well-mannered, and seemingly well adjusted students was observed. The classroom appeared neat. The teacher chose to use a good deal of group work in her class. The theme of the lesson was "No man is an island." The class was asked how Steve, one of the main characters in the story, changed his attitude toward Diane and Willie, the other characters, during the course of this story. On the board the teacher wrote the following:

> "Island - can be the same as a person if he is lonely or without friends to help him."
>
> " Is Steve an island, a rock?"
>
> Vocabulary: 1)dough-slang-dough, money, bread
> 2)glumly - sad, broody
> 3)pleaded - beg
>
> Beginning: Steve rejects somebody. Who?
> Middle : Somebody rejects Steve.
> End : Has Steve changed? Does he learn anything? Does he come to waste time or learn something, and if so, what?

The three teaching objectives of this lesson were to work on comprehension, sequential order, and vocabulary. On the whole, the children appeared interested and motivated. The students were assigned the reading passage first. The class was very attentive and after they had finished perusing the material, there was a continual show of hands in response to questions posed by the instructor. Many excellent interpretations were given by the students which revealed an awareness of the problem at hand.

2. In this particular reading class, all instruction was individualized. There were 10 children observed in the classroom all doing tasks in various

books, and at various levels of achievement. Some of the students were involved strictly with reading; the remainder were busy with assorted workbooks. The teacher worked with the students one at a time as they encountered problems in their workbooks, brought papers up for correction or just came across words they had not encountered before in their reading. One of the sections in one of the workbooks was entitled "Sky Diving," a high interest, low reading level story. There were skill cards with vocabulary words and definitions at the beginning of each story. The child was expected to read the vocabulary words and their meanings and afterwards, read the story. At the end of the story, there was a list of short answer questions to be completed. Again the class was orderly, well-mannered, and apparently well-adjusted. The classroom itself was orderly and neat.

In talking to the several reading teachers, it was noted that a frequent problem which had arisen in regard to the Guidance and Corrective Reading Program was the lack of early funding for text materials. This resulted in the reluctance of several publishing companies to fill orders because of slow payment.

## B. The Parents Questionnaire Resul+-

### 1. Form A

The Sample. The parents of forty-nine (49) enrollees completed this questionnaire. Their children's grades were distributed as follows:

TABLE 39

DISTRIBUTION OF GRADE LEVELS OF CHILDREN OF PARENT RESPONDENTS

| Grade | Number of Children | Percentage |
|---|---|---|
| 6 | 3 | 6 |
| 7 | 18 | 37 |
| 8 | 21 | 43 |
| 9 | 7 | 14 |

### Item Responses

Item No. 1 asked the parents if the child "Does poorly in almost all aspects of school work?" Of the 49 children, 4 - or 8% - were so judged by their parents.

The remaining 45 childrens' parents, in Item No. 2, judged them to ". . .be doing poorly in just one or two areas of schoolwork." The areas of schoolwork in which they were judged to be doing poorly, along with the percentage of children so rated, were as follows:

## TABLE 40

## PERCENTAGE OF CHILDREN PERCEIVED AS DOING POORLY IN SPECIFIC SCHOOL SUBJECTS

| Area Doing Poorly In | Percentage of Students |
|---|---|
| reading | 69 |
| writing | 12 |
| mathematics | 30 |
| spelling | 18 |
| social studies | 2 |
| science | 6 |
| speech | 4 |
| classroom behavior | 8 |
| behavior toward teacher | 2 |
| behavior toward classmates | 6 |
| lateness | 12 |
| absence | 12 |
| completing homework | 10 |
| attitude towards school | 12 |

Clearly, parents judge that their children are having the greatest problems in reading, mathematics and the other language arts, with secondary concerns in areas related to attitudes toward school.

In Item No. 3, the parents were asked to indicate which types of social, behavioral, and attitudinal problems their children were having outside of school. Twenty-one parents (43%) indicated that their children had no such problems. The remaining parents (57%) checked off one or more such problems. The list of problem areas, the numbers of parents, and the percentage of parents who indicated each problem area, follow:

## TABLE 41

## NUMBER OF PARENTS WHO VIEW THEIR CHILDREN AS HAVING DIFFICULTY IN A PARTICULAR PROBLEM AREA

| | Problem Area | No. of Parents | Percent |
|---|---|---|---|
| a. | Difficulty getting along with parents | 8 | 16 |
| b. | Difficulty getting along with brothers and sisters | 13 | 26 |
| c. | Getting into fights with other children | 11 | 22 |
| d. | Difficulty in making and keeping friends | 5 | 10 |
| e. | Loneliness | 7 | 14 |
| f. | Depression and unhappiness | 1 | 2 |
| g. | Gets into trouble of all kinds | 6 | 12 |
| h. | Is disobedient at home | 10 | 20 |
| i. | Associates with "wrong" kind of people | 5 | 10 |
| j. | Stays out too late at night | 6 | 12 |

| | Problem Area | No. of Parents | Percent |
|---|---|---|---|
| k. | Seems to be using drugs | 0 | 0 |
| l. | Getting into trouble with the police | 1 | 2 |
| m. | Is very nervous | 10 | 20 |
| n. | Speech problems such as stuttering | 4 | 8 |
| o. | Nail-biting | 11 | 22 |
| p. | Other problems of this kind | 3 | 6 |

It is apparent from these responses that the parents saw their children as having a very wide array of personal and social problems. Furthermore, they further indicate that this project served a group of children truly in need of the special services it had to offer.

In Item No. 4 the parents were asked "what kinds of help do you hope your child will receive from the reading program this year?" Sixty-five percent of the parents (65%) responded by enumerating a list of kinds of help ranging from extra tutoring and extra remedial reading to counseling and psychotherapy.

Item No. 5 asked the parents if their child "seems to be receiving the kind of help that he or she needs." Fifty-five percent (55%) responded affirmatively, 6% answered "No," and 39% answered "Don't know."

2. Form B - Parents Questionnaire Results

A small subsample of nine (9) parents of sixth grade children in this project completed Parents Questionnaire "B."

Item No. 1 asked the nine parents whether their children like or dislike school. All indicated that their children like school.

Item No. 2 asked parents whether they think their children are doing well in school. Of the 9 replies, 67% or 6 wrote that their youngsters are doing well in school. 33% or 3 parents stated that their youngsters are not doing well.

Item No. 3 "My child gets into a lot of trouble in school," brought a unanimous negative reply.

Item No. 4 asked the parents whether their children get into a lot of trouble at home. One hundred percent (100%) admitted they did.

In Item No. 5 the parents were questioned as to whether their children are being helped in school more this year than in the past. Of the 9 parents responding, 7 - or 8% - indicated "true" as their answer; 22%, or 2, indicated "false."

Item No. 6 stated "My child's teachers give him more attention this year than in the past." 67% of the parents agree with the statement and 22% disagreed; (11% did not respond.)

Item No. 7 asked the parents whether their children are learning more in school this year than in the past. Of the 9 parents concerned, 8 or 89% replied affirmatively; 1 or 11% replied negatively.

Item No. 8 "My child has an attendance problem in school:" of the nine parents responding, 1 or 11% indicated "true;" 8 or 89% indicated "false."

In Item No. 9 the parents were asked if their children are often late for school. The response was a unanimous "Yes."

Item No. 10 asked if the parents were satisfied with the program their children are in this year. Of the 9 parents responding, 77% were satisfied; 22% were not satisfied.

## B. Student Ideas About School Test Results

This multiple-choice questionnaire was given to 87 students (45 boys, 42 girls).

The grades of the students ranged from the sixth ghrough the ninth. Thirty-five percent (35%) were in the 6th grade; 22% were in the 7th grade; 29% were in th 8th grade; and 14% were in the 9th grade.

The ages of the students ranged from 11 through 16.

### Item Results

In Item No. 1 the children were asked whether they like or do not like school. Of the 87 children responding 78% indicated that they like school; while 22% indicated that they do not.

Item No. 2 required the children to judge whether or not their teachers are nice to them. Of the 87 youngsters in the group 90% or 78 answered that their teachers are nice; one or 1% did not respond.

Item No. 3 - "My family cares - does not care how I am doing in school?" brought a unanimous positive response.

Item No. 4 asked the children whether they learn a lot, a little, or nothing in school. Twenty percent (20%) indicated that they learn little in school; 80% stated that they learned a lot.

Item No. 5 asked the children to decide whether they are slow, average, or smart in school work. Five percent (5%) responded "slow;" 84% replied "average;" and 11% said they were "smart" in school.

Item No. 6 questioned the children as to whether they expect to graduate or drop out from high school. Ninety-nine percent (99%) said they expect to graduate; and 1% did not respond.

In Item No. 7, the students were asked if they "will or will not attend college" - 69% said "will" and 31% "will not."

Item No. 8 stated "My classmates are - are not my friends." All 87 youngsters indicated that their classmates are their friends.

Item No. 9 asked the children whether they got into many, few, or no fights. Seven percent (7%) reported many fights; 31% few fights; and 62% no fights.

Item No. 10 questioned the children as to whether they thought they would fail none, a few or all subjects on their next report card. Sixty percent (60%) predicted that they will not fail any subjects; 39% predicted that they will fail a few subjects.

In Item No. 11 the students were asked whether they never, sometimes, or always do their homework. 87 children responded to the question: 1% indicating that they never do their homework; 52% indicating that they sometimes do their homework; and 47% indicating that they always do their homework.

In Item No. 12 the children were asked to judge whether their classmates like them. Of the 87 children responding, 98% or 85 answered that their classmates do like them. Two or 2% did not respond.

Item No. 13 stated "I am absent from school very often, sometimes, never?" Eight percent (8%) answered that they are absent very often; 77% said that they are sometimes absent; and 15% that they are never absent.

Item No. 14 asked the children to tell whether they come to school late very often, sometimes, or never. Of the 87 children responding, eight percent (8%) indicated that they are late very often; 77% indicated that they are sometimes late; and 15% indicated that they are never late.

In Item No. 15 students were asked whether they enjoy school more, less or the same as last year. Of the 87 responses submitted, 60% like school more than last year; 11% like school less than last year; and 29% like school the same as last year.

Item No. 16 asked the youngsters whether they are learning more, less, or the same as last year. 87 children responded; 85% declared that they are learning more than last year; 6% declared that they are learning less; and 9% that they are learning the same.

Item No. 17 asked the youngsters whether this year their teachers are nicer, worse, or about the same as last year. Forty-five percent (45%) indicated that their teachers are nicer than last year; 16% "worse;" and 39% "the same."

In Item No. 18 the children were required to tell whether this year their teachers pay them more, less, or about the same amount of attention as last year. Forty-seven percent (47%) responded "more;" 14% "less;" and 39% "same."

Item No. 19 asked the children whether or not they are in a special class. Of the 87 children responding, 44% stated that they "are" - and 55% replied they "are not."

In Items No. 1-3 the teachers were asked if the child: a) is doing poorly in all areas of school work; b) is doing poorly in just a few areas; or c) does not have any problems with the academic aspects of school.

Of the 14 students, 3 were judged by their teachers as doing poorly in all subjects; and 2 as being problem-free. The remaining 9 students were rated as having difficulties in various areas, the most frequently mentioned being mathematics (5 students), reading (3 students), and writing (2 students).

In Item Nos. 4-5 the teachers were asked to indicate which kinds of behavioral problems, if any, each enrollee manifested. A list of problems was provided. The most prevalent problems reported were in the areas of completing and submitting homework (3 students); excessive need for attention and/or approval (3 students); and temper outburst (3 students).

The results thus far reported clearly indicate that, at least in the view of their teachers, this sample of program enrollees did manifest the types of academic and behavioral problems the program was intended to help remedy.

Item Nos. 6-7 invited the teachers to indicate whether or not the child needed special clinical or guidance services. For 6 of the 14 cases, the teachers indicated that no such services were needed.

Lastly, in Item No. 8 the teachers were asked whether the child was "receiving the kinds of help he or she needs from the Guidance and Correction Reading Program?" For the nine cases responded to here, 55% indicated "Yes," and 45% answered "don't know."

The program does not provide enough feedback to the enrollees' regular classroom teachers.

### D. Staff Evaluation Questionnaire Results

Four schools participated in this survey. The questionnaires were completed by 4 educational assistants, 6 teachers, and 2 assistant principals.

Item No. 1 asked the staff to describe their duties in this project. The teachers responded by listing their jobs as: 1) running teaching machines; 2) doing clerical work such as organizing class, promotions and transfers; 3) ordering books and supplies; 4) escorting students to special classes; 5) understanding and listening to students' problems; 6) helping to increase reading proficiency; 7) encouraging togetherness in work and play; teaching respect for peoples' feelings; 8) contacting parents and guidance personnel.

Of the staff responding in Item 2 ("how effective is the overall program"), the majority felt that their project was effective or very effective.

When the staff members were asked whether their project is helpful in improving students' academic achievement, in Item 3, they were equally divided in answering "very effective," "effective," and "slightly effective."

Item No. 4 "How effective is your project in improving student's classroom behavior?" - brought varied responses. However, the majority of staff members considered the project to be achieving its objectives

Item No. 5 asked the teacher how effective their project is in improving students' attitudes towards school. Of the teachers responding, most agreed that their project is effective in improving pupils attitudes.

When confronted with Item No. 6 "How effective is your project in increasing parents understanding of their children's needs and problems?" - most of the staff were forced to admit that their program is only slightly effective.

Item No. 7 asked the teachers how effective their projects are in obtaining special educational, health, and other needed community services for the students. The majority of teachers checked "not effective."

In Item No. 8 the teachers described the major strengths of the program as:

1) improved socialization
2) racial bias diminished
3) improved relations with teacher
4) small classes - individual attention
5) integration of parent, child and teacher in better understanding of child's academic setting
6) a place was provided for students who disrupted educational process of the school
7) fine reading program

The major weaknesses of the program were listed as:

1) lack of parental cooperation
2) lack of psychological counseling
3) lack of materials and facilities
4) abilities too heterogenous

The teachers proposed the following changes be made in the program:

1) set up more homogeneous grouping
2) acquire more materials, money

## E. The Record Data Analysis

The Sample: From a sample of 48 enrollees, comparisons were made between the students' 1969-70 and 1970-71 record card entries in the areas of a) lateness, b) attendance, c) final report card grades, and d) standardized achievement test scores.

The sample was composed of 23 girls and 25 boys aged 11-15. Their ages, by percentages, were:

### TABLE 42

### DISTRIBUTION OF SAMPLE BY AGE

| Age | Percent |
|---|---|
| 11 | 11 |
| 12 | 19 |
| 13 | 33 |
| 13 | 28 |
| 15 | 9 |

Their grade levels were distributed as follows:

### TABLE 43

### DISTRIBUTION OF SAMPLE BY GRADE

| Age | Percent |
|---|---|
| 6 | 27 |
| 7 | 21 |
| 8 | 52 |

The Findings

a) Lateness: 31 students (70%) increased in lateness over last year; 9 decreased (20%); and 4 students (9%) had no change in lateness.

b) Attendance: This year, as compared with last year, 59% of the sample increased in total days of absence; 29% decreased; and 2% remained unchanged.

c) Final Report Card Grades (1969-70 vs. 1970-71). The report card grades were analyzed with regard to Social Behavior, Work & Study Habits, Reading, oral Expression, Spelling, Handwriting, Social Studies, Mathematics, Science, Health Education, Art, and Home Economics. Grades were not available for all students in all areas. The following tables present, for each report card grade area, the number of student comparisons that were made, and the number and percentages of these that showed an increase, a decrease, or remained the same this year as compared with last year.

### TABLE 44

### PERCENTAGE OF STUDENTS WHO INCREASED, DECREASED OR REMAINED THE SAME IN SOCIAL BEHAVIOR AND WORK & STUDY HABITS REPORT CARD GRADES

| Social Behavior N=48 | Number | Percent |
|---|---|---|
| Increase | 18 | 37 |
| Decrease | 9 | 19 |
| Remain the same | 21 | 44 |
| Work & Study Habits N=45 | Number | Percent |
| Increase | 14 | 31 |
| Decrease | 12 | 27 |
| Remain the same | 19 | 42 |

| Reading N=45 | Number | Percent |
|---|---|---|
| Increase | 20 | 44 |
| Decrease | 13 | 29 |
| Remain the Same | 12 | 27 |

| Oral Expression N=48 | Number | Percent |
|---|---|---|
| Increase | 16 | 33 |
| Decrease | 7 | 15 |
| Remain the Same | 25 | 52 |

| Written Expression N=48 | Number | Percent |
|---|---|---|
| Increase | 18 | 37 |
| Decrease | 8 | 17 |
| Remain the Same | 22 | 46 |

| Spelling N=46 | Number | Percent |
|---|---|---|
| Increase | 18 | 39 |
| Decrease | 8 | 17 |
| Remain the Same | 20 | 43 |

| Handwriting N=48 | Number | Percent |
|---|---|---|
| Increase | 13 | 27 |
| Decrease | 8 | 17 |
| Remain the Same | 27 | 56 |

| Social Studies N=47 | Number | Percent |
|---|---|---|
| Increase | 19 | 40 |
| Decrease | 10 | 21 |
| Remain the Same | 18 | 38 |

| Mathematics N=45 | Number | Percent |
|---|---|---|
| Increase | 20 | 44 |
| Decrease | 9 | 20 |
| Remain the Same | 16 | 36 |

| Science N=47 | Number | Percent |
|---|---|---|
| Increase | 26 | 55 |
| Decrease | 12 | 26 |
| Remain the Same | 9 | 19 |

| Health Ed. N=46 | Number | Percent |
|---|---|---|
| Increase | 19 | 41 |
| Decrease | 13 | 29 |
| Remains the Same | 14 | 30 |

| Art N=38 | Number | Percent |
|---|---|---|
| Increase | 20 | 53 |
| Decrease | 6 | 16 |
| Remains the same | 12 | 31 |
| Home Economics N=32 | Number | Percent |
| Increase | 16 | 50 |
| Decrease | 8 | 25 |
| Remains the same | 8 | 25 |

In all subject areas, the proportion of students whose grades increased far outweighed the proportion whose grades decreased. In general, an analysis of report card grades poses several difficulties. In this sample many of the students were preselected for the program because of their poor school performance. Obviously when a student receives the lowest grade possible during the previous year, his or her grade can only go up or stay the same during the program year.

d) Standardized Test Score Comparison (1969-70 vs. 1970-71).
For 42 of the enrollees, a comparison could be made of their 1969-70 versus 1970-71 M.A.T. Reading Scores. Of these, 26 (62%) showed an improvement, 15 (36%) showed a decrease, and 1 (2%) showed no change. For 1969-70, the group's mean score was 4.78 with a standard deviation of .83 grade-equivalent units. For 1970-71, the mean was 5.15 and the standard deviation of .13 grade-equivalent units. Analysis by means of a "t" test (t=2.41) indicated this difference to be statistically significant at the .025 level. However, the average reading growth was only .37 years indicating that the enrollees, although improved in reading, fell further behind their grade norms than they were before entering the program.

## VI. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

1. Since these children had an ever-widening progressive educational deficit before entering the program, it cannot be said, in the absence of a control group, that the program did not possibly serve to decelerate their deficits. However, the program's stated objective was to raise the average enrollees' reading level by eight months or more. By this criterion, the program cannot be judged successful.

2. Most of the parents either approve the program or are not aware of it. Very few view the program unfavorably.

3. The project's enrollees held positive attitudes about the school this year, suggesting that they were "reached" in ways the program set out.

4. The project staff did not provide enough feedback to the enrollees' regular classroom teachers.

5. The program had no beneficial effect on punctuality, or attendance, in both cases the results being worse this year than last.

6. The program had a successful impact on student report card grades.

Thus, the program cannot be said to have had a beneficial impact on the enrollee's punctuality.

Recommendations

1. It appears that early funding of materials should be a serious consideration in all future design or expansion of the present program (the waiting list of students is critical). Without the necessary materials, a fully adequate job cannot be done.

2. Early funding for materials should be a serious consideration in the future design or expansion of the present program.

3. Future program activities include greater efforts to obtain parent involvement.

4. More attention should be placed on the academic achievement of the project participants.

#81-1-6452

# SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED

## I. INTRODUCTION

In recent years, education, supported by public concern, has turned its attention to the neglected problems of the disadvantaged. System resources, grants, and research have been directed towards the disadvantaged in previously unheard of proportions. These efforts, laudable and overdue, have been applied, almost exclusively, in schools servicing poverty neighborhoods. These are schools where the large majority of students are living under or just above the poverty level.

There are other poor people in New York City who live in predominently middle class neighborhoods. Their children constitute, within the local schools, a minority, which although small in percentage, is large enough in absolute numbers. For example, a 10% poverty level in a school may represent up to 150 or more students.

These children have received few of the benefits of the new thrust in the education of the disadvantaged. It is said by some that poor youngsters in a middle class neighborhood have other advantages; they benefit from the stimulation and influence of the majority and from the learning environment found in middle class schools. Research findings, however, do not support this contention. Rather, it is abundantly clear that, in middle class schools where no special efforts are made, the poor children fail to achieve, drop out, and in general show patterns similar to those found among the poor living in ghettos. As Coleman points out, peer influence is of prime importance - but it seems to assume a socially significant magnitude only under certain conditions - statistical significance notwithstanding.

Poor children in middle class schools must cope with another set of psychosocial problems. They often feel like outsiders who cannot share the norms of the dominant group. Further, the discrepancy between what they achieve and what they see others achieving is so wide that their sense of frustration and personal failure can be more acute than what is experienced by poor children in ghetto areas. The net result of these experiences are deepened feelings of alienation, inadequacy, and futility.

District 25, Queens, is an area that illustrates the demographic outline described above. It is predominantly middle class, but it contains a sizable number of poor children in most of the schools of the district. (One index of this is that over 2000 children who reside in the district receive free lunch.) Most of these children presented a picture of underachievement and poor school adjustment, as well as sustaining the negative social consequences of living in or near poverty amidst affluence.

In recognition and deep concern over this problem, the school district inaugurated a number of special projects, one of which is the subject of this evaluation study.

## II. PROGRAM DESCRIPTION

The major thrust of the program is the early identification of children who are educationally retarded and to foster within these children a readiness for learning. In keeping with this intention, the program was inaugurated in five elementary schools: P.S. 20, 29, 120, 154, and 214. At two schools, 154 and 214, after school homework helper centers were established to augment the regular school program.

The major components of the project in each school consists of: a) a corrective reading program, b) paraprofessionals serving as educational assistants in the primary grades, and c) guidance services. The project did not operate in isolation but was incorporated into the regular school program and integrated with other state and federally funded programs. The project, thus, received the services of a larger group of resource personnel since staff members might be funded by and provide services for more than one project.

### A. Structure

Although differences appeared from school to school, the project seemed carefully planned and operated with a common basic structure.

B. The Staff, in each school, consisted of:

1) Three educational assistants who worked in the kindergartens and grades one and two. The school principal decided whether an educational assistant was to be permanently assigned to a single class or whether they would serve a number of classes within a grade. Two schools used the former plan while three used the latter. The educational assistant participated in a full week's orientation program between November 2nd and 6th, 1970. There they received instruction in the basic principles of teaching, class management, and record keeping in the primary grades.

2) A corrective reading teacher

3) A guidance counselor (assigned on a two or three day a week basis to the project in each school)

In addition to the school staffs, there was also: d) a project coordinator who also served as director of all federal and state funded projects in the district.

4) District supervisors who provided training for the educational assistants and consulted with the classroom and corrective reading teachers.

5) Two teachers who operated the two after-school homework helper tutorial centers.

6) Twenty tutors, equally divided between the two centers. These were selected high school students.

Because of the integration of district projects, there was some fluidity in staff assignments. In total, this project financially supported the 15 educational assistants, five-and-one-half* corrective reading teachers, and two guidance

* A half-time teacher was assigned to a school which is not included in this study since it was not designated as a target school.

counselors and the staffs of the tutorial centers.

C. The Project Participants fell into three categories: a) those who were in classes which received the services of educational assistants, b) those who were in corrective reading classes, and c) those who attended the tutorial centers. Some students were in all three categories. Many primary grade students fell into categories a and b, while participants in grades two to six fell into category b or b and c.

Participants were first screened using the criterion of poverty. Operationally, this was defined as students who received free lunch or whose families were receiving public assistance. Final selection was determined by each school principal. The general pattern of criteria was teacher recommendation, retardation in reading as measured by the Metropolitan Reading Test and/or the Informal Reading Test and the staff judgement that the child could be helped by the program.

D. The Educational Assistants were expected to perform the following functions in kindergarten and grades one and two:

1) to participate in daily and long range-class planning

2) to work with small groups and individual children and to assist with large group activities

3) to read stories to small groups or individual children

4) to contribute to enrichment activities by utilizing special talents and abilities

5) to assist the teacher in guiding children to work and play harmoniously

6) to alert the teacher to special needs of children

7) to give special encouragement to the non-English speaking child

8) to be a source of affection and comfort to all children

9) to assist the teacher in clerical and related duties

E. The Corrective Reading Program was intended to serve 80 students in each school. However, referrals after the program began and the teachers' unwillingness to bar needy pupils increased the numbers by ten to twenty in each school. Students were seen for two one-hour sessions each week in groups of ten to twelve.

Materials varied from school to school. In all cases, materials purchased with grant funds were vastly augmented by materials that teachers begged, borrowed, stole, or prepared themselves. There was an emphasis on teacher-prepared materials tailored to individualized lessons.

A telebinocular was also rotated among the schools. The corrective reading teachers used it to screen project participants for visual problems. Where visual problems were suggested, the student was referred to an outside physician, optometrist, or agency for a more thorough examination.

F. Guidance Counselors worked closely with the teachers in dealing with environmental and psychological problems that might interfere with learning.

G. The Tutorial Centers, at P.S. 214 and 154, were in operation during the afternoons from 3:15 to 4:45. At each center a master teacher coordinated the services of ten tutors who were high school, and in some cases, college students. Although planned as a homework-helper program, the emphasis was on establishing relationships which would facilitate positive attitudes towards learning.

## III. PROGRAM OBJECTIVES

1) Upon conclusion of the program, the participant will be able to read at a grade level nine months higher than he was able to read at the beginning. It is expected that half of the participants will achieve this growth as measured by pre- and post-testing with the Metropolitan Reading Tests.

2) The love of reading and the habit of reading will be fostered and encouraged as a recognizable component in the life style of individual participants. It is expected that each child will read a minimum of one more book this year than he read last year. At least half of the participants will read a minimum of four books by the end of the year.

3) Participants will have improved attendance records as measured by a comparison of the pupils statistics for the participants with those of a control group.

4) Participants will have greater success in achieving satisfactory grades in all school subjects because of their improved reading ability and better feelings about their identification with the school. More than half of the participants will achieve some improvement in subject grades (on their report cards at the end of the school year) as measured and recorded by their classroom teachers.

5) Participants will effect improved interpersonal relations with fellow-pupils and staff members. Disruptive classroom behavior will diminish. These behavioral changes will be indicated by fewer referrals to the principal.

6) Participants will exhibit improved study habits and skills (as a result of individual attention and special instruction on a continuing basis from the educational assistants and homework-helper tutors.) Pupils who previously were poorly prepared in their homework will come to class with their assignments successfully completed. This scholastic accomplishmen will produce the ego gratification essential for building further learning motivation in the participants.

## IV. EVALUATION OBJECTIVES - ORIGINAL

The major evaluation of this study is to assess:

1) Whether 50% of the participants acquire reading levels nine months higher than those obtained at the beginning of the program.

2) Whether there is a high incidence of free reading as measured by whether 50% of the participants freely read a minimum of four books during the year.

3) Whether participants show an attendance record 5% better than a control group.

4) Whether participants improve their report card grades as measured by whether 60% show a 5% improvement in final grade average compared to first quarter grade average.

5) Whether participants demonstrate improved interpersonal relationships with peers and staff as reflected by a decrease in the total number of disciplinary referrals made to the principal.

6) Whether students demonstrate improved study habits and skills as measured by whether 50% of the participants demonstrate improvement by a study skills questionnaire.

## V. EVALUATION OBJECTIVES - REVISED

Following are the revised evaluation objectives with the assessment procedures.

1) Whether 50% of the participants improve reading levels by nine months or more.
Procedure: Comparison of Metropolitan Reading Achievement Test scores of Spring 1970 and Spring 1971.

2) Whether participants demonstrate a high incidence of free reading.
Procedure: Tallies made from the records of books freely read that were maintained by the corrective reading teachers.

3) Whether the participants demonstrated a 5% improvement in their attendance records.
Procedure: Comparison of attendance in the 1969-1970 school year and the 1970-71 school year.

4) Whether 60% of the participants demonstrate a 5% improvement in their report grade averages.
Procedure: Comparison of report card grade averages in curricular areas between final grades obtained in 1969-70 and 1970-71.

5) Whether participants demonstrate improved interpersonal relations with peers and staff.
Procedure: a) Comparison of final "Social Behavior" report card ratings between 1969-70 and 1970-71.
b) Assessment of more specific teacher ratings on questions 4 and 5 of the "Teachers Questionnaire."

6) Whether 50% of the participants demonstrate improved study habits.
Procedure: Analysis of teacher ratings on the "Check List of Study Habits and Skills."

The revised procedure did not weaken the study and in some respects applies more vigorous tests to the project objectives.

## VI. METHODS AND PROCEDURES

### A. Population and Samples

The population of the project were students who were served by the corrective reading program, the educational assistants, or the tutorial centers. Because the project had been conceptualized as a developmental progression from classes served by educational assistants in the primary grades to participation in the corrective reading program in grades two to six, only students in the corrective reading program were designated as the population for this study. This group, of approximately 450 students, attended corrective reading classes in five elementary schools.

In each school, 20% of the participants were randomly selected and comprise the sample of this study.

Table 45 summarizes the sampling distribution over schools, and Table 46 presents the identifying characteristics of the sample.

TABLE 45

DISTRIBUTION OF SUBJECTS IN THE SAMPLE OVER THE FIVE TARGET SCHOOLS

| School | Number in Sample |
|---|---|
| I | 22 |
| II | 24 |
| III | 24 |
| IV | 20 |
| V | 24 |
| Total | 114 |

TABLE 46

DISTRIBUTION OF SAMPLE BY GRADE, AGE, AND SEX

| Grade | No. | % | Age | No. | % | Sex | No. | % |
|---|---|---|---|---|---|---|---|---|
| 2 | 4 | 3.5 | 7-8 | 20 | 26.3 | Male | 59 | 51.8 |
| 3 | 28 | 24.6 | 9-10 | 47 | 41.2 | Female | 55 | 48.2 |
| 4 | 39 | 34.2 | 11-12 | 45 | 39.5 | | | |
| 5 | 15 | 13.1 | 13 | 2 | 1.8 | | | |
| 6 | 28 | 24.6 | | | | | | |
| Total | 114 | 100.0 | | 114 | 98.8 | | 114 | 100.0 |

Grade 5 is underrepresented in the sample because Metropolitan Achievement Test scores were not available for most of these students. Where 1971 scores were not available, a student was not retained in the sample.

Table 46 indicates that few second graders were included in the corrective reading program. Students in grades 3 through 6 participated in roughly equal numbers with a somewhat higher incidence in grade 4. The age distribution parallels the grade distribution. There were about equal numbers of males and females represented. This is of interest since most studies indicate a much higher incidence of reading retardation among boys compared to girls in the elementary grades.

### B. Design

The evaluation proposal was a pre- and post-test design except for evaluation objective 3 which called for a control group. In obtaining the data, it became evident that it was not possible to obtain a meaningful control group of statistically significant size. There simply were not enough students excluded from the corrective reading program that resembled the experimental group on the selection criteria. Therefore, objective 3 was changed to compare this year's attendance to last year's attendance using the same criterion of 5% improvement.

The design was also changed to make all pre and post comparisons between the end of the 1969-70 school year and the 1970-71 school year. This was done because the first quarter data called for in evaluation objectives 1 and 4 are not available on the school record cards; nor was Metropolitan Reading Test administered in September 1970.

Finally, objective 5 was changed because the discipline records maintained by principals were too skimpy to be meaningful. Teacher ratings were substituted for principals' records.

## VII. RESULTS OF THE EVALUATION

### A. Questionnaire And School Records Data

This section presents findings concerning:

(1) the performance of students on standardized tests of reading ability

(2) the amount of non-required reading completed by the participants

(3) the attendance records of the participants

(4) the academic achievement of participants as measured by report card grade averages

(5) teachers' perceptions of the social behavior of participants

(6) teachers' perceptions of the study skills of participants

1. Reading Ability

Of the 114 students in the sample, pre and post test reading scores on the Metropolitan Reading Test were available for 100 subjects.

TABLE 47

DISTRIBUTION OF INCREASES AND DECREASES IN METROPOLITAN READING TEST SCORES (N=100)

| Months of Increase or Decrease | Number | Percent |
|---|---|---|
| -9 or more | 0 | 0.0 |
| -1 to -8 | 3 | 3.0 |
| no change | 5 | 5.0 |
| +1 to +8 | 49 | 49.0 |
| +9 to +18 | 33 | 33.0 |
| +19 or more | 10 | 10.0 |
|  | 100 | 100.0 |

TABLE 48

MEANS OF METROPOLITAN READING TEST SCORES - SPRING 1970 AND SPRING 1971 (N=100)

| Year | Mean |
|---|---|
| 1970 | 3.1 |
| 1971 | 4.0 |

43% of the sample met the evaluation objective of improving their reading scores by 9 months or more. This falls somewhat short of the 50% criterion. However, Table 48 indicates that the difference between the means of the pre- and post-testing is exactly nine months. A correlated "t" test of the difference between the two means resulted in a t of 5.8 which is significant at the .01 level. The discrepancy between the two tables is due to the skewness of the curve. This indicates that many of the 43% that met the standard, surpassed it with room to spare.

2. Free Reading

Each corrective reading teacher kept a record of the books that each child read and which were not required reading. These ranged from books of a dozen or so pages to books whose pages numbered in the hundreds. Although no pre project measure of number of books read existed, the reading teachers believed that these youngsters had read very little voluntarily.

## TABLE 49

## DISTRIBUTION OF BOOKS VOLUNTARILY READ BY SUBJECTS

| Number of Books | Number of Students | % of Students |
|---|---|---|
| 0 | 10 | 8.8 |
| 1-4 | 18 | 15.8 |
| 5-8 | 24 | 21.1 |
| 9-12 | 23 | 20.2 |
| 13-16 | 14 | 12.3 |
| 17-20 | 15 | 13.2 |
| More than 20 | 10 | 8.8 |
| TOTAL | 114 | 100.2 |

The subjects in the sample read a total of 1079 books with a mean of 9.5. Extrapolating from Table 49, 79%, or about 4/5's of the sample, read four books or more. This result far exceeds the evaluation objective which required 50% of the sample to read that much.

### 3. Attendance Records

## TABLE 50

## MEAN NUMBER OF ABSENCES FOR SCHOOL YEARS 1969-70 AND 1970-71

| School Year | Mean Number of Days Absent |
|---|---|
| 1969-70 | 14.3 |
| 1970-71 | 14.4 |

The third program objective expected to reflect an improvement in the attendance of the project participants. The data shows that attendance held constant over the two year period. Attention is drawn to the low absence mean for 1969-70. It was expected that the pre-project absence rate for this group (1969-70) would be higher than it was. Since it was relatively low to begin with, there was not much room for improvement.

### 4. Academic Achievement - Report Card Grade Averages

Students' grades are reported on the report card on a four point scale of excellent (E), good (G), fair (F), and unsatisfactory (U). For the purposes of this study, report card grades were converted into number grades according to Table 51.

## TABLE 51

## NUMBER, GRADE RANGES, AND COMPUTATIONAL EQUIVALENTS OF REPORT CARD LETTER GRADES

| Report Card Grade | Number Grade Range | Computation Grade |
|---|---|---|
| Excellent (E) | 90-100 | 90 |
| Good (G) | 80-89 | 80 |
| Fair (F) | 70-79 | 70 |
| Unsatisfactory (U) | Below 70 | 60 |

Averages were based on the four curricular areas of Language Arts, Social Studies, Math and Science. Because of the constraints of the method used to average, differences in pre and post project averages were computed to the nearest 5%. (This method tended slightly to enhance the chances that evaluation objective 4 would be met but the bias influenced less than 4% of the sample.)

Table 52 presents the distribution of subjects in relation to their pre and post project report card grade averages.

## TABLE 52

## DISTRIBUTION OF SUBJECTS ACCORDING TO INCREASE OR DECREASE OF PRE AND POST PROJECT GRADE AVERAGES

| Percent of Increase or Decrease | Number of Subjects | Percent of Subjects |
|---|---|---|
| -20% | 1 | 1.2 |
| -15% | 1 | 1.2 |
| -10% | 7 | 8.3 |
| - 5% | 18 | 21.4 |
| No change | 25 | 29.8 |
| + 5% | 24 | 28.6 |
| +10% | 7 | 8.3 |
| +15% | 1 | 1.2 |
| TOTAL | 84 | 100.0 |

The distribution is rather symetrical and slightly positively skewed. The evaluation objective of 60% of the students achieving a 5% improvement in grade average was not met. Although the data does not support the achievement of the program objective, the objective itself should be examined. Teachers tend to mark on a curve and the poorest students in the class tend to be placed in a specific range of that curve regardless of their absolute achievement. These students may improve but still be placed in the same range of the curve because they are still the poorest students in the class -- improvement notwithstanding. This "within group effect" can stack the cards against a low achieving group when teacher grades are used as a criterion of improvement.

## 5. Social Behavior

TABLE 53

COMPARISON OF JUNE 1970 AND JUNE 1971 SOCIAL BEHAVIOR REPORT CARD RATINGS

| Rating | Number of Subjects 1970 | Number of Subjects 1971 | Percent of Subjects 1970 | Percent of Subjects 1971 |
|---|---|---|---|---|
| Excellent | 10 | 15 | 9.8 | 14.7 |
| Good | 51 | 46 | 50.0 | 45.1 |
| Fair | 27 | 27 | 26.5 | 26.5 |
| Unsatisfactory | 14 | 14 | 13.7 | 13.7 |

TABLE 54

TEACHERS' QUESTIONNAIRE RESPONSES TO STUDENTS' BEHAVIOR (N=100)

| Type of Behavior Problem | Reported Number of Students with Problem | Percent |
|---|---|---|
| General Classroom | 28 | 28.0 |
| Toward Teachers | 10 | 10.0 |
| With Peers | 17 | 17.0 |

Table 53 indicates that report card grades for social behavior for the project year and the preceding year are almost identical for the sample group. Thus, barring any generalization effect by the teachers from one year to the next, the project does not seem to have had any effect on the social behavior of the students. More specifically, the kinds of problems exhibited by these students are least with teachers, somewhat more so with peers. They are mostly of a mild but irritating general nature in the classroom. (This meaning of "general classroom behavior problem" was derived from questioning a number of teachers.) Some students (15) fell into more than one category in Table 54. In all, there were 40 students, or 40% of the sample, that were judged to have behavior problems. However, informal and verbal, teacher estimates place the percent of project students who are serious behavior problems at from 5% to 10%. Teachers consider the others nuisances but quite manageable. The majority of project students are felt to have shown no behavior problems of consequence during the school year.

## 6. Study Habits and Skills

Classroom teachers' judgements of the progress students made in study habits and skills are presented in Table 55.

## TABLE 55

## CLASSROOM TEACHERS' JUDGMENTS OF STUDENTS' SKILLS PROGRESS DURING THE YEAR

| | Little or No Improvement | | Significant Improvement | | Great Improvement And At Grade | |
|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % |
| a. Listens attentively (N=101) | 30 | 29.7 | 56 | 55.4 | 15 | 14.9 |
| b. Asks questions when puzzled (N=101) | 47 | 46.5 | 39 | 38.6 | 15 | 14.9 |
| c. Has necessary books and materials at time needed (N=101) | 29 | 28.7 | 44 | 43.6 | 28 | 27.7 |
| d.*Organizes and plans work (N=46) | 22 | 47.8 | 20 | 43.5 | 4 | 8.7 |
| e.*Works on a schedule and meets deadlines (N=46) | 17 | 16.8 | 22 | 47.8 | 7 | 35.4 |
| f.*Outlines (N=46) | 29 | 63.0 | 13 | 28.3 | 4 | 8.7 |
| g. Differentiates main ideas from subordinate (N=101) | 43 | 42.6 | 53 | 52.5 | 5 | 4.9 |
| h.*Uses reference books (N=45) | 17 | 37.8 | 28 | 62.6 | 0 | 0.0 |
| i. Can summarize what he reads (N=101) | 35 | 34.7 | 61 | 60.4 | 5 | 4.9 |
| j. Can summarize what he hears (N=101) | 34 | 33.7 | 56 | 55.4 | 11 | 10.9 |
| k. Writes comprehensibly (N=46) | 19 | 41.3 | 21 | 45.7 | 6 | 13.0 |
| l. Understands assignment before proceeding (N=101) | 23 | 22.8 | 63 | 62.4 | 15 | 14.9 |
| m. Checks mistakes on returned work (N=97) | 52 | 53.6 | 35 | 36.1 | 10 | 10.3 |
| n. Can concentrate on written material for a reasonable time (N=97) | 24 | 24.7 | 58 | 59.8 | 15 | 15.5 |

*Not deemed relevant and therefore not administered to students in the primary grades.

The subjects met the 50% improvement criterion (columns 2 and 3 combined) on all of the skills except outlining (f) and checking mistakes on returned work (m). The group did particularly well, 70% or more showing significant or great improvement, on listens attentively (a), has necessary materials when needed (c), works on schedule (e), understands assignment (l), and can concentrate on written materials (n).

### B. Interviews And On-Site Observations

The following is based on the impressions and judgments of the evaluation staff of The Teaching & Learning Research Corp. as a result of visits to the target schools and interviews with students, project staff, teachers, and school administrators.

## 1. Corrective Reading Classes

This is deemed to be the heart of the program. The corrective reading teachers who lead these classes are most dedicated and competent. The approaches they use vary; some operate rather traditionally and others are innovative but regardless of approach, they communicate concern to the pupils.

Pupils in these classes attend willingly. Not all enjoy attending, but almost without exception they feel accepted by the corrective reading teachers and the students have the expectation that they can be helped by them. The following quote by a student typifies what many had to say about the classes:

"It's pretty good...It's not much fun learning how to read but Mrs. _____ doesn't make it too bad. And anyway, it's important to know how to read good.... She's a good teacher. I improved a lot in there."

What the children had to say about the classes also throws into doubt the notion that removing Black children from integrated classes for special treatment is harmful to their self concepts (see interim report). Indeed, there were a few youngsters who seemed to resent or expressed some negative feeling about being singled out. However, the act itself is far less important than the perception the child has about the act. Generally, the youngsters felt a genuine attempt was being made to help them which probably made them feel that the school cared about them.

This is not to say that individualized instruction in the classroom would not be preferable, but such an approach - to be effective - would require smaller classes, more teacher supervision, more and better trained educational assistants, and more diversified materials than are now obtainable in the school system. Given the alternatives of providing specialized help by removing students from their class for a few hours a week or providing a program of individualized classroom instruction based on the current level of available resources, the choice seems to be in the former direction.

In a number of instances, the classes were too large. Eight seems to be the maximum number that permits adequate attention to all the students. Classes were often up to ten or twelve and then the teacher had too much to do.

Materials were only satisfactory because of the efforts of the teachers. Because the project was not funded till mid-September, materials were ordered only in the fall and were not received until the project was well under way. The teachers on their own initiative managed to assemble enough to carry on the program, but they all felt the materials were too little and too late.

In every school the physical space the classes were held in was satisfactory - if classes were limited to eight. All were outside rooms with windows, well-decorated and roomy enough.

All the corrective reading teachers were enthusiastic about what they were doing but four of the five strongly felt that the classes were too large and that the children should be seen four or five times a week. The fifth teacher felt that twice a week was too often and that as much could be accomplished on a once a week basis.

## 2. Educational Assistants

The use and the effectiveness of the assistants was extremely variable. Some schools employed them in very imaginative and useful ways. For example; on one bus the children always became unruly and agitated which carried over and influenced negatively their behavior in school. An assistant was put on the bus. She created a calm and pleasant atmosphere and the problem was eliminated. Although she was fulfilling a management duty, she was directly affecting the learning environment.

In the classroom, there is too much variation in their effectiveness. Some work very well with the children on a one-to-one basis and in small groups. In other classrooms, assistants didn't seem to be able to offer much to the students. There seemed to be two important factors involved. One is the personalities of the assistant and the teacher. Where they did not feel threatened by each other and could accept each other, they could form a team and augment each other's work. Second is the nature of their supervision. There are not many teachers who can supervise well and the district staff simply did not seem to have enough time to do the job. It should be noted that the one week mini-course conducted in November 1970 was most helpful but the one follow-up session a month was not sufficient for training purposes.

There were two patterns of classroom use of assistants in the district. One was to assign an assistant to a classroom, and the other to have the assistant shared by a number of classes in a grade. Most found the latter less satisfying. There was less of a feeling of continuity and involvement.

A most impressive outcome of the use of assistants is in terms of human relations. Most of the assistants are Black. In the classroom, they work with Black students but the majority of students in the classrooms are White. It is very good that the White students can interact with a Black adult where the adult is being helpful and in the role of a benign authority. It is also good for the Black student to receive professional help from a Black adult. This breaking down of sterotypes was very much in the mind of the project director when the project was planned. Observation of the interactions seems to indicate success in this area.

## 3. Guidance Services

Taking into account that a guidance counselor is assigned to the project on a two day a week basis, the counselor-student full time ratio is about 200 to 1 for the youngster in the corrective reading classes and much higher for all the children in the project. This may be good by New York City standards but notnearly sufficient for the project population considering the kinds of environmental and emotional problems this population possesses.

All project staff consider the counselors most useful. They work closely with the teachers in consulting about the needs of the children. Counselors express some feelings of frustration in not being able to ameliorate many negative conditions in the lives of the students. In this connection, many staff members felt home counselors would be a welcome addition to the project. (Presently, assistants are sometimes used for this purpose.) One school has also initiated a parents' workshop. They were able to obtain the volunteer services of a college teacher to lead the workshop. The counselor in this school felt the parents who participated in this workshop gained a great deal of understanding about the needs of their children.

### 4. Homework Helper Centers

The centers were left to operate pretty much on their own. One had the the impression that they were appendages that were given less attention than the other aspects of the project. The purpose of the centers was less to provide instructional help than to help build students' self concepts through the relationships with the teenage tutors. Two problems were very evident. At one center, tutors were left too much to their own devices. This resulted in socializing among them. The youngsters may often have had a left-out feeling. Here the tutors needed more supervision and help since they were well intended and intelligent. The other problem is that target children did not attend the centers systematically. Some attended all the time, some never, and some sporadically. There was no pattern at all and not enough attended regularly to evaluate the impact of the centers on them.

### 5. Selection of Project Participants

It appeared that the project participants are quite a diverse group. Among them can be found students requiring corrective reading, students requiring remedial reading, underachievers and antiachievers, acting out and insulated students, and students newly arrived in this country. The selection criteria for the project, other than being on the free lunch list, are subjective and subject to all sorts of considerations that a principal might have in mind.

## VIII. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

The following are the major conclusions regarding the impact of the project, Services for Poor Children Who Are Educationally Retarded.

1. Project Participants - The participants were too heterogeneous a group. Although all are educationally retarded, the range of retardation is great and so too are the kinds of problems presented by the students. The major problem, in this connection, seems to be the vagueness of the selection criteria.

2. Academic Impact - For about half of the students, this was extremely successful. For this half, the program seemed to fit their educational needs very well. Their improvement in reading was remarkable considering the history of failure and non-learning that most them have experienced. For the other half, the program had little impact. Some needed remedial reading or more intensive or innovative instruction. Others seemed to need, in addition to instructional help, many more guidance services.

3. Educational Assistants - This has been the beginning stages of a new concept and that the concept is developing unevenly is not surprising. There is enough good emerging from the use of educational assistants to continue and enlarge the program. The value gained in terms of White

and Black relationship learning is particularly noteworthy.

4. School Adjustment - This appears to have been the least successful aspect of the project. The project did not seem to influence the attendance records or behavior of the students. This again seems to be a function of the heterogeneity of the group. Over half of the group had never demonstrated adjustment problems. Those who had, continued in their patterns.

5. Study Skills and Habits - The group showed a very substantial improvement in study skills and habits. This lays the groundwork for more effective learning when extra assistance is no longer available to these students.

6. Interest in Reading - The project was very successful in encouraging students to read for enjoyment. This should be another indication that the project was successful in its intention to build a more solid foundation for future learning.

7. After School Homework Helper Centers - It is difficult to judge their effectiveness because of the looseness of their functioning. The idea of building student self concepts through relationships with adolescents is a good one but the implementation did not receive the care and attention given to the rest of the project.

Generally, the project was highly successful for at least half of the participants. This is a notable achievement with a group whose previous school history was unstable and unfavorable. There remained, however, a large majority in the group that requires more intensive or alternative approaches.

## B. Recommendations

1. Selection criteria should be much more carefully developed. With more careful screening the project could demonstrate even greater success than it has. If feasible, selection decisions should be made by project staff rather than principals.

2. Thought should be given to a different program(s) for those who would be excluded if more precise selection criteria were used. This would mean more intensive reading help for some and additional or alternative services for others.

3. The educational assistants program should be retained but improved. Teachers need help in learning how to use assistants. Assistants need more training either through special college education courses or a weekly in-service training program.

4. The pattern of use of assistants needs to be investigated. The relative merits of a fixed assignment to a shared or roving assignment is far from clear.

5. The after school centers should be replanned on the basis of staff, student and tutor feedback. It may be that attendance by target children cannot be at all controlled. In that case, the entire relationship of the centers to the project should be reevaluated.

6. There are enough project staff in each school to require a coordinator responsible to the project director.

7. More parent involvement should be built into the program if feasible. Evening parent workshops could be a workable method.

8. State funding for the project should come long before September to permit for adequate planning and ordering of materials.

## IX. SUMMARY

This project evolved from concern over the educationally retarded and poor children who had been often overlooked in a middle class district which had enjoyed among the highest achievement levels in New York City. The project emphasizes the early identification of and assistance for children who are educationally retarded. Launched in five elementary schools, the project served over four hundred children intensively, but reached many more through the use of educational assistants who assisted teachers comprehensively in the target students' classrooms.

In each target school, the project staff consisted of a corrective reading teacher, a guidance counselor who was assigned to the project for two days a week, and three educational assistants. The students received reading instruction in small groups twice a week. The educational assistants performed a variety of duties, but primarily worked with youngsters in the classroom under teacher supervision. There were also two afternoon homework helper centers which employed high school and college age tutors. The purpose of the centers was to establish child-tutor relationships that would provide models for the children and improve their self concepts.

### A. Objectives and Methods of Evaluation

To assess:

1. Student improvement in level of reading.

2. Student interest in reading for pleasure.

3. Student attendance records.

4. Student report card grade averages.

5. Students' interpersonal relationships with peers and staff.

6. Student study habits and skills.

The data for analysis was obtained by pre and post testing procedures, questionnaires administered to the staff, site visits and interviews. Appropriate sampling statistics were used to analyze the data.

### B. Findings and Interpretations

The mean increase in level of reading was 9 months. 43% of the students improved their reading levels by 9 months or more.

The mean number of books voluntarily read during the school year by each student was 9.5. 79%, or about 4/5 of the students, read four books or more.

As a group, the students showed no improvement in their attendance. The mean number of days absent for the last school year, 1970-71 and the preceding year, were 14.4 and 14.3 respectively.

40% of the students improved their report card grade averages by 5% or more over a one-year period. Although this did not reach expectations of the project, it can be considered very satisfactory growth for educationally retarded students.

Although the students demonstrated no improvement in their social behavior they were not considered a highly disruptive or disorderly group to begin with. No more than 10% of the group was judged to have serious behavior problems.

The students demonstrated significant improvement in 14 out of 16 study skills and habits. At least 50% improved significantly in these 14 skills and habits.

These findings together with the site observations and interviews indicate that the project was very successful and met the program objectives in the areas of reading skills, interest in reading and study skills and habits. The project fell short of expectations in the improvement of grade averages, social behavior, and attendance. However, sizable numbers, although not majorities, improved in these last three areas and greater improvement was not shown because of the heterogeneous makeup of the group.

### C. Recommendations

1. Selection criteria should be more carefully developed since the project includes a number of students who require other kinds of assistance. Selection decisions should be the responsibility of the project director rather than the school principal.

2. Educational assistants require more systematic training. Of equal or greater importance, the school and the teachers need to learn how to utilize the assistants more effectively.

3. The afternoon study centers should be better integrated into the project. Each center should be directed by a project staff member if possible.

4. More parent involvement would be desirable. Evening workshops and family counselors are two possible approaches.

5. State approval of the project and refunding, should come far earlier than it did last year to insure for adequate planning and ordering of materials.

Generally, the program was successful. The project director and his staff showed a dynamic character that indicates that refinement and further development will make this project even more successful if continued.

# OPERATION SEARCH

## I. INTRODUCTION

One of the most prevalent attitudes among school dropouts is "What's the use." A great majority of these children live in an environment where they see mothers, fathers and almost everyone else they know working in menial jobs. To these children work is unpleasant, unsatisfying, and more often then not, dehumanizing. Generally, a job which is intrinsically satisfying or which provides extrinsic gratifications is beyond their ken; the opportunities to acquire such jobs are for others --and not for those who people their world. Beyond this they are seldom aware of the variety of jobs that exist; this too severely limits their view of the world of work. It is not illogical, therefore, for such students to say, "Why go to school? There's nothing in it for me. I might as well quit."

This quitting behavior is consistent with social learning theory. It states that behavior is a function, not only of reinforcement or reward, but, also of the expectancy that the behavior will result in reward. Therefore it is not enough for a student to know that those who graduate can hold better jobs; but he must also feel that it can happen to him.

In view of the foregoing, it is essential that potential dropouts be provided with the kind of school experiences that can give them the knowledge of the kinds of jobs that could be satisfying, the educational routes of getting to these jobs, and the feeling that these jobs are obtainable by them. Further, these experiences must begin long before the 9th or 10th grade level as is customarily the case. By then the potential dropout is at or very near his decision to quit. His vocational and educational self concept has crystalized and it is not very susceptible to change.

The principle that vocational and educational guidance, particularly for disadvantaged children, must start in the elementary school is accepted by most educators but it usually receives only lip service in practice. Large counselor-student ratios,giving priority to the pressing environmental problems that disadvantaged children have, counselor interests, and administrative priorities are some of the reasons for the void of vocationally directed activities in the elementary and Junior High schools. Whatever the reasons, the situation constitutes a large hole in the schools' attempts to meet the needs of disadvantaged youth.

It was the recognition of the importance of these needs and the absence of sufficient resources to provide for the needs that led District 27 Queens to inaugurate "Operation Search."

## II. PROGRAM DESCRIPTION

Geographically, District 27 Queens is among the two or three largest districts in New York City. As such it includes a diversity of ethnic groups and social classes. The gamut runs from significant numbers of both Blacks and Whites living below the poverty level to millionaires residing in Neponset and Belle Harbor. One, therefore, must be cautious in selecting population characteristics of the district. However, there does seem to be a distinctive accent of an upper-lower and lower-middle class population. There are endless blocks of small, old and inexpensive one family homes; many are deteriorating but many others are well maintained despite their age.

The residents of the district, even those of the lower class, seem to aspire towards upward social mobility. Generally, there is an absence of the sense of futility and resignation found in the ghetto.

A. Structure

Because the district is characterized by diversity within commonalities, Operation Search has a common structure which is adapted differentially in the individual schools. The basic program in five of the six target schools consisted of field trips, guest speakers, small group counseling and individual counseling. In the sixth school the program consisted only of individual and group counseling. In each school, the project staff initiated and conducted additional activities such as parent group counseling, vocationally oriented clubs, home visits, and tutoring.

B. The Target Schools participating in the project were Primary Schools 42 and 45 and Junior High Schools 180A,198, 202, and 210.

C. The Project Staff, in each of four of the schools, consisted of a licensed vocational and educational guidance counselor and a paraprofessional. In each of the remaining two schools, the project was staffed by two counselors and a paraprofessional. The counselors, in addition to being responsible for and supervising the program in their schools, conducted the individual and group counseling. The paraprofessionals were used in very different ways. How they were used depended upon the inclinations of the counselor, the needs in the school, and the estimate of the competency of the paraprofessional. In some schools they were given greater responsibility and were encouraged to assist in the counseling, sometimes even working independently but under supervision. In other schools, the paraprofessional served as a kind of "Gal Friday," arranging field trips, screening students, keeping the counselor alerted to problems, talking to students informally, making home visits, etc. In another school the paraprofessional ran a charm club. In yet another school she did only routine clerical and receptionist work.

D. Students were selected for the program, again, differently in the various schools. Teacher referral, administrative referral, self referral, and counselor selection were employed. Criteria for selection varied also. In all schools the participating students were selected on the basis of potentiality of dropping out. This meant that they were judged to be deficient in the basic skill areas and that they were from the lower socio-economic class. In some schools, however, children with serious behavior problems were excluded, while in other schools they were accepted into the program.

Each school, except for Junior High School 180A, was scheduled to have 250 students participate in the program. Junior High School 180A was scheduled for 70 because these participants were children with serious behavior problems.

Despite selection differences, the project participants can be generally characterized by being poor or just above the poverty level, being about two years below grade level in reading, having a history of school failure, and having no aspirations for the future.

E. The Field Trips to schools, business plants, offices, and factories were a central part of the project. Each of five schools made from between six to fifteen trips. Many more trips might have been made except for the fact that the trip budget was cut in half during the middle of the year.

F. The Counseling Program was geared, theoretically, toward educational and vocational opportunities. In practice, this was accomplished in small group counseling led by the counselor or a paraprofessional. An often used technique was the employment of a Guidance Associates film strip projection with an accompanying recording. The showing would be followed by small group discussion.

Because of pressing needs, individual counseling often focused more on the current concerns of the youngsters than on their educational and vocational futures.

G. Guest Visits involved a cross section of skilled, semi-professional and professional workers. Guests included members of the medical profession, craftsmen, businessmen, technical workers, dancers and other artists. The guests were invited on the basis of their ability to serve as models for the youngsters; hence many of the guests came from poverty backgrounds and knew what it meant to "make it."

H. Tutoring was part of the project in the junior high schools. In two of the schools it was carried on in a systematic and intensive manner with college students serving as tutors on a regular basis. In the other two schools the tutoring was less systematic and carried out to the extent that personnel and volunteers had the time.

I. Numbers Participating in the various activities varied widely from school to school. Of the 250 project students in each school, from a quarter to a third participated in all activities in that school. All, in every school, participated in at least one activity. Generally, about 100 to 125 students in each school had intensive involvement in the project. The bus trips, because of the logistical and budgetary constraints, involved fewer of the youngsters than did the other activities.

## III. PROGRAM OBJECTIVES

Operation Search has the following objectives:

1. To enable the students to reach a level of satisfaction in school work with promise of success that leads to the determination to continue.

2. To enable students and parents to assess the child's potential on its highest level, and then to make practical plans for realization.

3. To enable parents and children to use the ever increasing vocational and college information available so that they can plan with flexibility.

4. To enable the schools to establish lines of communication with admissions offices in the vocational and academic high schools, government agencies, community and industrial groups, and local agencies to assist in the career planning of these youngsters.

## IV. EVALUATION OBJECTIVES - ORIGINAL

The major evaluation of this study is to assess:

1. Whether students that receive supportive basic skill services show at least six months improvement in mathematics and reading.

2. Whether at least 30% of program participants apply to academic and specialized high schools.

3. Whether participating students acquire knowledge and awareness of institutions of higher learning and career opportunities.

4. Whether schools have established lines of communication with admission offices in the vocational and academic high schools, government agencies, community and industrial groups, and local agencies.

## V. METHODS AND PROCEDURES

### A. Populations and Samples

The population of this study are the students in the target schools who received all of the services provided by the project. Of the 1500 students who were served by the project, about half received all of the services, which included field trips by bus. The remaining half received all other project services; however, they must be considered a separate population for the purposes of this study.

Of the approximately 750 participants who received all project services a 20% random sample was drawn for study from each of the five full service schools. (The sixth Operation Search school went on no bus trips at all.) One junior high School failed to return sufficient data for analysis. Consequently, the final sample consists of 121 participants from three junior high Schools and one elementary school.

Table 56 presents the distribution of the sample according to schools and Table 57 shows identifying characteristics of the sample.

## TABLE 56

## DISTRIBUTION OF THE SAMPLE OVER FOUR SCHOOLS

| School | b |
|---|---|
| J.H.S. I | 31 |
| J.H.S. II | 30 |
| J.H.S. III | 30 |
| P. S. IV | 30 |
| Total | 121 |

## TABLE 57

## GRADE, AGE, AND SEX OF THE SAMPLE BY NUMBER AND PERCENT

| Grade | N | % | Age | N | % | Sex | N | % |
|---|---|---|---|---|---|---|---|---|
| 6 | 30 | 24.8 | 11-12 | 48 | 39.8 | Male | 56 | 46.3 |
| 7 | 49 | 40.5 | 13-14 | 61 | 50.4 | Female | 65 | 53.7 |
| 8 | 42 | 34.7 | 15-16 | 2 | 1.7 | | | |
| Total | 121 | 100.0 | | 121 | 99.9 | | 121 | 100.0 |

Table 56 indicates that three-fourths of the sample are from the junior high schools, while in the district junior high schools comprise two-thirds of the target schools. This, however, is not a serious factor in the representativeness of the sample since even in the two elementary schools, the target students are sixth graders. Table 57 demonstrates that the grade distribution of the sample approximates the population distribution. The age range of the participants is 11 to 14 with only 2 students over that age. There is a somewhat higher proportion of girls compared to boys in the sample.

### B. Design

To measure predicted improvement in academic achievement a pre- and post-test design was used. A correlated test was employed to test for significance of differences. Evaluation of mathematics achievement had to be eliminated from the study because no pre-test in mathematics was given at the end of the 1969-70 school year or at the beginning of this one (1970-71).

A second problem that arose in the design, related to evaluation objective 2, was that of assessing whether participants apply to academic and specialized schools. It was not feasible to assess this objective because only one school in the sample had participants in a graduating grade. Moreover, beginning September 1971 there will only be one category of diploma in the New York City high schools; consequently, the junior high school can not put a label on the program that its graduates will be enrolled in.

## VI. EVALUATION OBJECTIVES - REVISED

Because of the foregoing, the following was substituted for evaluation objective 2 as a means of assessing the academic high school promise of the participants:

Evaluation Objective 2 - Revised: Whether 30% of the participants failed none of the curricular subjects of English, Social Studies, Math, and Sci and received final grades of 75 or better in three of these subjects.

Objective 3 was assessed by means of The Work and School Questionnaire (See Section VII). The criterion used for Objective 3 was whether 60% of the participants achieved a score of 70% on the questionnaire.

Objective 4--school, agency, and business contacts--was assessed by a simple tally.

The evaluation staff of Teaching & Learning Research Corp. also conducted interviews and made several on-site observations. A summary of these interviews and observations is included in this report.

## VII. RESULTS OF THE EVALUATION

### A. Questionnaire and School Records Data

In this section, findings are presented concerning:

1. Levels of reading achievement.
2. Academic achievement.
3. Knowledge of educational and vocational opportunities.
4. Schools, agency, and business contacts.

Additional analysis is presented concerning:

5. Attendance records.
6. Parent perceptions.

## 1. Levels of Reading Achievement

Of the 121 sample subjects, 87 pairs of Metropolitan Reading Test Scores for Spring 1970 and Spring 1971 were available. Of the remaining 34 subjects, 27 had not taken the test in 1970 but did in 1971. This fact in itself is noteworthy regarding student reaction to school routine. Tables 58 and 59 present the results of the reading comparisons.

### TABLE 58

### DISTRIBUTION OF INCREASES AND DECREASES IN METROPOLITAN READING TEST SCORES BETWEEN SPRING 1970 AND SPRING 1971 (N=87)

| Months of Increase or Decrease | Number | Percent |
|---|---|---|
| More than -20 | 1 | 1.2 |
| -16 to -20 | 1 | 1.2 |
| -11 to -15 | 2 | 2.3 |
| - 6 to -10 | 1 | 1.2 |
| - 1 to - 5 | 10 | 11.5 |
| No change | 0 | 0.0 |
| + 1 to + 5 | 15 | 17.2 |
| + 6 to +10 | 15 | 17.2 |
| +11 to +15 | 9 | 10.3 |
| +16 to +20 | 15 | 17.2 |
| More than +20 | 18 | 20.7 |

### TABLE 59

### MEANS OF METROPOLITAN READING TEST SCORES SPRING 1970 AND SPRING 1971

| Year | Mean |
|---|---|
| 1970 | 5.7 |
| 1971 | 6.8 |

Table 59 indicates that Evaluation Objective 1 was decidedly met. The difference between the means of the two years was 11 months. A closer look at the students pre-and post-test performance shows that two-thirds of the students improved six months or more and that almost half of the students improved by a year or more. These results are about what would be found with a normal school population, with a slight edge in favor of the project group.

2. Academic Achievement

### TABLE 60

### DISTRIBUTION OF REPORT CARD RECORDS IN FOUR CURRICULAR SUBJECTS (N=115)

| | Number | Percent |
|---|---|---|
| Passed all subjects<br>Received 75 or better in three | 49 | 42.6 |
| Pass all subjects<br>Received less than 75 in two or more | 38 | 33.0 |
| Failed one subject | 15 | 13.0 |
| Failed two subjects | 3 | 2.6 |
| Failed three subjects | 8 | 7.0 |
| Failed all four subjects | 2 | 1.7 |
| Total | 115 | 99.9 |

Complete report cards records were available for 115 subjects in the sample. For the purposes of this study, letter grades reported as U (unsatisfactory) were considered failing, and letter grades of F (fair) were considered to be below 75. (Letter grades were used in one school in the sample.)

Table 60 presents the end of project year report card grade records. Three out of four students passed all subjects in the four curricular areas of English, Social Studies, Math and Science. Well over half of these students received grades of 75 or better in three of the subjects. One interesting sidelight is that of the 15 students who failed one subject, 7 failed Mathematics.

The group well surpassed Evaluation Objective 2. The group's record is particularly good considering that in the preceeding year, almost all of these students had unsatisfactory records in one or more curricular subjects.

3. Knowledge of Educational and Vocational Opportunities

To assess student awareness of educational and vocational opportunities, The Work and School Student Questionnaire was administered. The evaluation objective required that 60% of the subjects achieve a score of 70% or better on the questionnaire. Since it is a 15 item test, the passing score was four wrong or fewer. Table 61 presents the results of the questionnaire.

TABLE 61

DISTRIBUTION OF STUDENTS' SCORES IN THE WORK AND SCHOOL STUDENT QUESTIONNAIRE (N=121)

| Number of Items Wrong | | Number of Subjects | % of Subjects |
|---|---|---|---|
| 0 | | 13 | 10.7 |
| 1 | | 19 | 15.7 |
| 2 | | 28 | 23.1 |
| 3 | | 20 | 16.5 |
| 4 | Cut Off Score | 16 | 13.2 |
| 5 | | 14 | 11.6 |
| 6 | | 5 | 4.1 |
| Over 6 | | 6 | 4.9 |
| | | 121 | 99.8 |

79% of the students achieved a passing score on the questionnaire. Thus, the evaluation objective was surpassed by a wide margin. One out of four students did exceptionally well making none or only one error on the test.

To determine the particular areas of strength and weakness in the educational and vocational knowledge of the students, an item analysis of the questionnaire was made. Table 62 presents the results of the item analysis.

## TABLE 62

## ITEM ANALYSIS OF RESPONSES ON THE WORK AND SCHOOL STUDENT QUESTIONNAIRE (N=121)

| Item | Number of Subjects With Incorrect Responses | Percent |
|---|---|---|
| 1. I can plan for and choose the kind of work I will do as an adult. | 14 | 12 |
| 2. You have to pay a lot of money to go to any college. | 36 | 30 |
| 3. To become a nurse, you have to work as a helper in a hospital for five years. | 33 | 27 |
| 4. The salary you get is much more important than whether a job is interesting. | 23 | 19 |
| 5. To be a teacher you have to first graduate from a four year college. | 10 | 8 |
| 6. Even if I graduated from high school, no college would take me. | 11 | 9 |
| 7. At my age it is too early to begin to think about the jobs I might hold as an adult. | 16 | 13 |
| 8. Most students who go to a four year, liberal arts college, graduate from a vocational high school. | 56 | 46 |
| 9. You have to know someone who likes you in order to get a city job. (Like sanitationman, or fireman, or secretary) | 8 | 7 |
| 10. The City University has many two year colleges which prepare pupils for good jobs. | 12 | 10 |

## TABLE 62 (cont'd)

## ITEM ANALYSIS OF RESPONSES ON THE WORK AND SCHOOL STUDENT QUESTIONNAIRE (N=121)

| Item | Number of Subjects With Incorrect Responses | Percent |
|---|---|---|
| 11. I will probably take the first job that is offered to me. | 45 | 37 |
| 12. You have to have a 90 average to get into a City College. | 39 | 32 |
| 13. To work as a plumber or carpenter in New York City you usually have to first join a union. | 66 | 55 |
| 14. A two year college is the same as a four year college except you only learn half as much. | 49 | 41 |
| 15. I have interests and abilities that fit some jobs better than others. | 6 | 5 |

Items 1, 4, 7, 11, and 15 relate to student's perception of himself in relation to the world of work and vocational development. On only one of these items, 11, did more than a fifth of the students make incorrect responses. Item 11 suggests that a large minority of the subjects, 37%, are willing to settle for the security of a salary on any job even though they feel that salary should not be the overriding consideration (items 4 and 15). Close to four-fifths of the students appreciate that it is possible to begin planning for careers at this point in their lives.

The remaining items relate to vocational and educational information with an emphasis on the latter. Except for three items (8, 13, 14) at least two-thirds of the students made correct responses on the vocational and educational information questions. Two of the items require knowledge of the distinction among types of colleges and one item, 13, requires knowledge about union membership for work.

### 4. School, Agency, and Business Contacts

The contacts made by four of the target schools ranged from 6 to 21 with a mean of 12.75 per school. The contacts were made either in the form of visits by the students to the institution or a visit to the school by a representative of the institution. Table 63 illustrates the kinds of contacts made.

## TABLE 63

## RANK ORDER OF KINDS OF SCHOOL, AGENCY AND BUSINESS CONTACTS MADE

| Category | Number of Contacts |
|---|---|
| Colleges - 2 and 4 year | 17 |
| Specialized high schools | 6 |
| Public service | 6 |
| Medical | 5 |
| Insurance and finance | 3 |
| Publishing | 3 |
| Retail Stores | 3 |
| Airlines | 2 |
| Courts | 2 |
| Manufacturing & construction | 2 |
| Fashion | 1 |
| Hotels | 1 |
| Total for 4 schools | 51 |

By far, the greatest proportion of contacts was with colleges. Specialized high schools, although ranking 2.5 seems underrepresented since high school is the next step for these youngsters. The ten remaining categories represent a very limited sample of the world of work and agencies.

5. Attendance Records

## TABLE 64

## COMPARISON OF MEAN NUMBER OF DAYS ABSENT FOR PRE-PROJECT AND PROJECT YEARS

| Year | Mean |
|---|---|
| 1969-70 | 14.9 |
| 1970-71 | 13.6 |

The difference between the two means is not significant. It appears the project had little if any impact on attendance rates. It should be noted, however, that the pre project mean of 14.9 is not excessive for schools in poverty areas which left little room for improvement.

### 6. Parent Perceptions

Table 65 presents the results of a questionnaire filled out by parents of the subjects. Only 37 questionnaires were completed and returned.

## TABLE 65

## PERCENTAGE DISTRIBUTION OF RESPONSES ON THE PARENTS' QUESTIONNAIRE (N=37)

| Item | Percent Responding * | |
|---|---|---|
| | True | False |
| 1. My child likes school | 81 | 19 |
| 2. My child is doing well in school | 65 | 35 |
| 3. My child gets into a lot of trouble in school | 16 | 84 |
| 4. My child gets into a lot of trouble at home | 5 | 95 |
| 5. My child is being helped more in school this year than in the past | 65 | 35 |
| 6. My child's teachers give him more attention this year than in the past | 54 | 46 |
| 7. My child is learning more in school than in the past | 76 | 24 |
| 8. My child has an attendance problem in school | 11 | 89 |
| 9. My child is often late for school | 11 | 89 |
| 10. I am satisfied with the program my child is in | 62 | 38 |

*Rounded to nearest percent

Since only a quarter of the sample subjects' parents responded, those who did respond might represent a bias. These findings, therefore, should be viewed cautiously. The parents who did respond feel that their childern like school and three-fourths feel their children are learning more this year than in the past. A very high ratio also believes their children to have no serious behavior problems at home or at school. In questions relating to the effectiveness of the school in reaching their children academically, the majority still is positive but the percentages drop to a range between 54 and 65 percent. Consistent with this range, somewhat more than a majority (62%) are satisfied with the educational program their child had during the project year.

### B. Interview and On-Site Observations

This section is a description of the impressions the evaluation staff of Teaching & Learning Research Corp. developed as a result of interviews with the project staff and students, and on-site observations.

#### 1. Bus Trips and Guest Speakers

The bus trips and the guest speakers were highly successful aspects of the project. The students reacted very positively to most of the trips and guests. The Black students enlarged their horizons and hopes by seeing Black adults in jobs of status. The students also became aware of the variety of jobs to which they could aspire. They also gained first hand knowledge of schools and colleges and the understanding that there were educational opportunities for all of them, even those with limited potential. From talking to students and staff the distinct impression was gained that the trips and guests were highly valued and directly influenced the educational and vocational perceptions of a large number of the students.

Unfortunately, in mid-year, the modest trip budget of $3,000. was cut in half. Therefore, the number of students making trips were cut in half or students went on fewer trips. This diminished the impact on the students.

#### 2. Individual and Group Counseling

Substantial group counseling was only carried on in two of the schools. In the remaining schools, most of the educational and vocational counseling was done on an individual basis. Group counseling has distinct advantages especially with the student-counselor ratio as established. It is also particularly well suited for the exploratory kinds of discussions relating to project objectives. In the two schools where group counseling programs were extensive, they seemed to be working very well when conducted by the counselors. The counselors liked and seemed comfortable with the method. Student participation was good and the groups observed seemed to be functioning well. One group led by an educational assistant was stilted and dull.

## 3. Materials

Interesting and attractive vocational and educational materials were generally not evident. A Guidance Associates film strip projector was located in each school and it was expected to be a major audio-visual aid for the project. It was well used in two of the schools. In the elementary schools, the film strips were inappropriate for the age level and in one junior high school the counselor stopped using it because he felt the students did not find it interesting enough.

## 4. Tutoring Program

The outcomes of the tutoring program seemed only to be limited by the resources. Students from Queens College and Brooklyn College were used. In one school, a peer tutor program was established and worked better than might be expected. The peer tutors were carefully selected, took their responsibilities seriously, and were apparently doing a good job. An indication of their work is that this was an early morning, pre-school program and the project students were voluntarily attending.

A serious problem besides an insufficient number of tutors was the lack of space. Individual tutoring during the school day places a strain on already overcrowded schools. If more tutors were available, adequate space to house them would need to be provided by the schools or their efforts would be vitiated.

The overall impression of the tutoring program was that it was effective and that students reacted positively to it.

## 5. Educational Assistants

The assistants were almost all dedicated and willing but they varied in their effectiveness. A few were able to relate easily to the youngsters and were used in guidance activities. The others were used only in relieving the counselors of their clerical chores. But even the former group lacked some of the skills necessary in guidance activities. None of the assistants received any systematic training for their jobs.

## 6. Relation of the Project to the Schools

In two schools the project was able to maintain an autonomy that enabled it to function at a very efficient level. In the other schools, the project staff had to continually withstand attempts at encroachment. The administrators wanted the project to take on more youngsters and were often successful, which caused case loads to go far beyond original plans. One counselor said, "The principal here thinks every problem child should be in the project."

Another serious problem is teacher cooperation. Teachers seem to resent students leaving their classes for project activities.

### 7. Longitudinal Development

The program functioned far better in the junior high schools than it did in the elementary schools. The planned activities seemed better suited for the junior high student. The elementary counselors did not know quite what to do with the project. In one elementary school the project seemed to be almost non-existent. In the other the counselor was trying hard to find ways to adapt the project for his youngsters but he was very much in an exploratory stage.

A second longitudinal problem centers on preparation and follow-up. The students coming into the junior high schools are starting from scratch. They appear to know almost nothing about the work world. This creates a difficult situation for the project in the junior high schools. The counselors feel much more could be accomplished if the students came with a little background. Even more serious is the lack of follow-up in the high schools. The students will not receive the kind of reinforcement to maintain their growth in aspiration level since the high school most will go to has no parallel program.

### 8. Student Reaction

The students who were interviewed generally felt very positive about the program. They felt more involved in school than in the past and that the school cared much more about them. They also seem to be thinking about their futures and feel they can attain educational and vocational levels which can give them a better life. These outcomes were striking when compared with what other non-project youngsters in the same school had to say. The latter group did not seem to possess the same optimism.

## VIII. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

Project students significantly increased their levels of reading ability with an average mean increase of 11 months. This can be attributed to a tutorial program and the increased motivation of the students. The project offered a good balance of motivational and remedial activities.

Students significantly improved their academic performance in the curricular subjects. These were students with records of failure and the project should be given credit for reversing this trend.

Students gained a good amount of educational and vocational information. More important, they have begun to assume responsibility for planning their futures. At the junior high level, this is considered as vocationally mature behavior.

The project functions well at the junior high level but needs to be restructured in the elementary schools.

The project had little impact on attendance records.

Parent reaction to the project was generally positive but parents felt that the school could do more for their children.

Student reaction was very good but they too felt the project was too limited. They wanted more.

Overall, the project was successful, and very successful at the junior high level. It is serving a real need of youth that is often overlooked by the schools. However, there remained a minority that did not seem to benefit. In this respect, the most serious shortcoming of the program was its ratio of resources to students.

## B. Recommendations

Although the project was judged to be successful a number of difficulties were observed. Towards improving what is already a good work, the following recommendations are offered:

1. More group counseling should be encouraged. Teachers who feel uncomfortable or who are inexperienced in this method should receive training.

2. Counselors should get support in withstanding encroachment by administration. It would be helpful if the district superintendent made a point of this with her staff.

3. The tutoring program should be expanded. The peer tutoring model that exists in one school should be evaluated for possible wider acceptance. An expanded tutoring program will have to include provisions for adequate space.

4. The program should be revised in the elementary schools. One possible approach is the development of a curriculum for the classroom in all the feeder schools.

5. The two high schools that most of the students will go to should be encouraged to initiate a parallel program so that gains will be maintained.

6. Rather than cutting the trip budget, even greater sums should be allocated for this purpose and for guest speakers.

7. The educational assistants need more than informal supervision. An inservice training course should be installed to teach fundamental principles of guidance and counseling.

8. The project should be publicized more. Teachers should become more familiar with its purposes, methods and outcomes. This might enlist greater cooperation from them.

## IX. SUMMARY

In an effort to raise the educational and vocational aspirations of its disadvantaged students, District 27 Queens conducted Operation Search in four junior high schools and two elementary schools.

The major components of the project were field trips to schools, colleges, businesses and other sources of potential employment, guest speakers, tutoring, and individual and group counseling.

The project was directed in each school by a full time or two half time guidance counselors. The counselor was assisted by at least one paraprofessional and in some schools by college students who served as tutors.

There were approximately 250 students served by the project in each school but only about half of this number received full and intensive service.

### A. Objectives and Methods of Evaluation

To assess:

1. Whether project students showed at least six months improvement in reading level.

2. Whether 30% of the participants failed none of the four curricular subjects and received final grades of 75 or better in three of them.

3. Whether project students demonstrated a knowledge and awareness of institutions of higher learning and career opportunities.

4. Whether schools have established lines of communication with vocational and academic high schools, government agencies, community and industrial groups and local agencies.

School records, questionnaires, achievement tests, interviews, and on-site observations were used to collect data which was analyzed with appropriate statistical procedures.

## B. Major Findings

The mean increase in reading level for the group was 11 months, far surpassing the objective.

75% of the students passed all four curricular subjects. 42.6% of the students passed all four and received a grade of 75 or more in three of them. These figures met project objectives and reversed the pattern of failure that most of these students experienced in the past.

The students met project objectives related to acquiring knowledge about work and school. This process was limited by a 50% cut in the trip budget during the school year.

The target schools made a good number of contacts with schools and colleges but had few contacts with businesses and other sources of employment. This, again, was largely influenced by the budget cut.

## C. Conclusions and Recommendations

The project, generally, was highly successful in meeting its objectives. The project was more successful in the junior high schools probably because its activities were more suited to that age group. Parents and students received the project very well, their major complaint being that they want more of it. The greatest problem seems to be the limited project resources that serve too large a number of students.

Recommendations:

1. More group counseling should be encouraged.

2. Administrators should refrain from encroaching on project resources.

3. The tutoring program should be expanded with adequate space provisions.

4. The program should be revised in the elementary schools.

5. The program should be followed up in the two area high schools receiving most of the project students.

6. The trip program should be expanded, not cut.

7. The educational assistants need training in basic principles of guidance.

8. The project should publicize its purpose, methods and outcomes throughout the target schools.

# EDUCATIONAL ADVANCEMENT CENTER AND CULTURAL ENRICHMENT PROGRAM

## I. INTRODUCTION

The problem of motivation for learning among disadvantaged children has been one of the thorniest in education. The social determinants that exist in the environment of the poor - class, ethnicity, life history, and the urban experience - influence children's attitudes, scholastic expectations, and self concepts in ways that deter them from learning and that account for a considerable part of their academic retardation, particularly among children of the Black urban poor.

The public schools in New York City have taken on the herculean task of overcoming these powerful social forces. In doing so, the system has assumed, or, at least, hoped that as a single institution, it could accomplish the job successfully.

Within this context, the efforts of the schools have usually taken two directions: a) a greater amount of what the school already offered in the form of more intensive help, and b) additional personnel services in the hope of changing the academic self concepts and the motivational fields of the students. Both approaches rely on traditional educational methodology and practice. The results of these efforts have been variable and subject to controversy.

In an effort to find more reliable, more potent, and more economical processes, attention has focused on the newer developments in education. One recent development which addresses itself directly to the motivational issue is contingency or reinforcement learning which is based on psychological learning theory. In this country, academic psychology has devoted its attention, largely, to the question of how behavior is learned. Through these investigations a number of laws and principles of learning have been well established. The laws governing the learning of instrumental behavior, including cognitive learning, have been influenced most prominantly by B. F. Skinner. His work suggests that instrumental learning is not dependent on the presence of a particular stimulus but rather the reinforcement of a particular response. The basic law of instrumental learning states that if the occurrence of a response is followed by a reinforcing stimulus (reward), the strength of the response is increased and the response tends to be repeated in similar situations.

This law of learning has important implications with regard to the education of disadvantaged children. The enormous problem of prior motivation for achievement fades in importance. If Skinner and his associates are correct, children can acquire the learning response by providing them with adequate reinforcements upon their completion of desired acts of learning. And the more often an act of learning is reinforced, the greater is the tendency for it to occur. Presumably, then, disadvantaged children can learn by means of reinforcements (rewards) that are meaningful to them and prior achievement motivation is not necessary.

In an effort to take a fresh approach to the problem of the education of the disadvantaged, District 28, Queens, decided in 1969 to embark on an experimental program based on the principles of reinforcement learning. To provide a more rounded educational program, the district added a cultural enrichment component. Thus, a program was established that hoped to result in more effective learning and appreciation for a wider range of cultural activities.

## II. PROGRAM DESCRIPTION

The Center began operation in September 1969 under the guidance of the Westinghouse Learning Corporation. After some months of supervision and consultation, the Westinghouse Learning Corporation completed the orientation phase and left the operation of the Center in the hands of the local staff that it had trained.

### A. Location and Physical Description

The Center is located at 89-28 Merrick Blvd., Jamaica. It consists of a two-story building which was constructed well before World War II. The ground floor contains three rooms. One large room houses the library on one side of a row of file cabinets and the project director's office on the other side. A second large room is "the reinforcement room" and the third room - really a foyer - provides a spot where children can listen to records and view slide projectors. The second floor houses two large "task rooms"; one for reading and the language arts and the other for mathematics. A third, smaller room is the counselor's office. The building has a somewhat makeshift appearance but it is kept neat and clean.

### B. Structure

Each student in the program attends his home school for half a day and is transported to the Center for the other half. Excluding travel time, the students spend two hours a day at the Center; the morning students attend from 9:30 to 11:30 while the afternoon students attend from 12:30 to 2:30.

Each student earns points for assignments completed in either of the task rooms. The earned points can then be spent on activities in the reinforcement room or in the library.

The cultural enrichment component of the program is in operation on Saturdays from 9:00 a.m. to 1:00 p.m. This aspect of the program was designed to provide children with experiences in music, dancing, dramatics, art, and photography through participation, visits, accomplished guests, and performance and exhibition of their work product.

C. Program Participants were recommended by seven target schools: P.S. 30, 40, 48, 50, 80, 140, and 160. The criteria for selection was that each child: a) be 2 years or more retarded in reading as evidenced by standardized reading test scores, b) not present a serious behavior problem, and c) that the child and parents agree for the child to attend the Saturday cultural enrichment sessions regularly. Of the students who volunteered, 120 were originally selected for the 1970-1971 school year. All but one or two of those selected were black which reflects the de facto, segregated, racial composition of five of the target schools.

D. The Staff of the Center consists of the project coordinator, three corrective teachers (two for reading and one for mathematics), one library teacher, seven educational assistants, one guidance counselor and one secretary. In addition, York College supplies the Center with 18 undergraduate students, each of whom serve as tutors for a few hours each week. The educational assistants work with students in the task rooms, the library, and the reinforcement room.

E. Task Room Activities are based on individualized instruction. Each student works on his own assignment assisted by a teacher, an educational assistant, a tutor, or independently. The teacher maintains a record of each child's progress and the daily assignments are tailored accordingly.

Until February 1, 1971, only reading instruction was provided at which time mathematics instruction was inaugurated in a separate task room.

F. Materials used in the reading program include Sullivan Readers, S.R.A. Reading Kits, Merrill Readers, Westinghouse Linguistic materials, Westinghouse Peanut Butter Readers (with accompaning cassettes), Physics Research Laboratory, tactile materials such as used in the British Infant Schools and Master Language Machines.

The materials in the mathematics task room include the Unifex structural cubes, Geo boards, S.R.A. Cassette Drill Tapes, Clock Stamps, and Balance Scales in addition to arithmetic work books.

Most of the reading and arithmetic materials did not arrive until April 1971. Until that time an improvised assortment of materials was gathered together by the staff.

Materials in the reinforcement room include a pool table, arts and crafts, and an assortment of games and toys.

The library, in addition to books and magazines, has a cassette player and headset apparatus which enables six children to listen to recorded stories.

G. The Cultural Enrichment Program, which operates on Saturday mornings, has a separate staff consisting of six specialists for the designated cultural activities.

## III. PROGRAM OBJECTIVES

The program had the following objectives for the 1970-71 school year.

1) To achieve a one-year change in achievement test scores in reading and language arts.

2) To achieve an eight or nine month change in mathematics achievement test scores.

3) To develop a more positive attitude toward instrumental music, choral music and skill, and to develop skills in dancing, dramatics, art, and photography.

## IV. EVALUATION OBJECTIVES - ORIGINAL

The major evaluation objectives of this study are:

1) To determine whether students achieve a one-year increase in levels of reading, mathematics, and language arts.

2) To determine whether students have acquired skills in enrichment areas, and have acquired more positive attitudes towards music, dancing, dramatics, art, and photography.

## V. METHODS AND PROCEDURES

### A. Population and Sample

The population of this study consists of elementary school students who attended the Center. The students regularly attended P.S. 30, 40, 48, 50, 80, 140, and 160, which are elementary schools in a designated poverty area in District 28, Queens. Over 98% of the population that attended the Center was Black.

Because the Center was scheduled to serve a maximum of 125 students during the school year, it was decided to use the entire population as the sample group. The population and sample was further delimited by including in it only those students who regularly attended the Center for a period of six months or more. There were 122 students who met this criterion and they constitute the population. However, the record cards of 20 of these students were unavailable because they had moved from the school district. Therefore, the final sample group consisted of 102.

Table 66 presents the schools and the number of students from each school that are represented in the sample. Table 67 gives the identifying characteristics of the sample group.

TABLE 66

DISTRIBUTION OF SAMPLE SUBJECTS OVER SEVEN ELEMENTARY SCHOOLS

| School | Number of Subjects in Sample |
|---|---|
| I | 7 |
| II | 18 |
| III | 15 |
| IV | 19 |
| V | 8 |
| VI | 21 |
| VII | 14 |
| Total | 102 |

## TABLE 67

## GRADE, AGE, AND SEX OF THE SAMPLE BY NUMBER AND PERCENT

| | Grade | N | % | Age | N | % | Sex | N | % |
|---|---|---|---|---|---|---|---|---|---|
| | 3 | 35 | 36.1 | 8 | 17 | 17.3 | Male | 58 | 58 |
| | 4 | 32 | 33.0 | 9 | 30 | 30.4 | Female | 42 | 42 |
| | 5 | 30 | 30.9 | 10 | 22 | 22.5 | | | |
| | | | | 11 | 17 | 17.3 | | | |
| | | | | 12 | 12 | 12.5 | | | |
| Total | | 97 | 100.0 | | 98 | 100.0 | | 100 | 100.0 |

Omitted notations on the record cards produced varying N's for any given variable and for the quality measures that are used in the analysis of data. Table 66 indicates that except for two schools, I and IV, the range of subjects attending the Center from any given school is from 14 to 21. Schools I and IV would have fallen in this range also but for the fact that pupils who attended the Center and moved out of the District came predominantly from these two schools.

Table 67 indicates that more boys attended than girls, and that the three target grades were about equally represented. The age distribution closely parallels the grade distribution with the addition of a group of 12 year olds that are apparently below grade level.

### B. Design

Evaluation objective 1 called for pre and post test comparisons in reading, mathematics, and language arts as measured by standardized achievement tests. Only pre and post test reading scores were available. For mathematics, for each student, the pre or post test score was missing. Both were recorded for only two subjects. There were no scores at all recorded for the language arts.

Because of the omitted scores, objective one will be assessed through the use of pre and post report card grades in addition to the scores that were obtainable for reading.

Evaluation objective 2 presented even a more difficult problem. Only 7 of the Center participants attended the cultural enrichment program on Saturday mornings. The Saturday morning program became an open program for any interested children. Because the sample of seven would yield no meaningful results, because the Saturday morning program became almost completely separated from the Center, and because the original objectives for the cultural enrichment program became obscured, it was felt that no useful purpose could be served by a quantitative analysis of its efforts. This study will deal, however, with the enrichment concept and its failure to serve the target population.

In view of the foregoing, the evaluation objectives were revised.

## VI. EVALUATION OBJECTIVES - REVISED

1. To determine if the mean standardized reading test score of the sample group for the Spring of 1971 is at least one year higher than that found for the Spring of 1970. A correlated t test will be used to test the observed differences between the means.
2. To determine if 50% of the participants show an improvement in their end of year (1971) mathematics grades compared to the grades they received in June 1970.
3. To determine if 50% of the participants show an improvement in their end of year (1971) language arts grades compared to the grades they received in June 1970.

## VII. RESULTS OF THE EVALUATION

### A. School Records Data and Questionnaires

In this section, findings are presented concerning:

1) Reading achievement levels of the participants

2) Mathematics report card grades of the participants

3) Language arts report card grades of the participants

4) Attendance records of the participants

5) Student perceptions and attitudes towards school

6) Parental Perceptions

### 1. Reading Achievement

Of the 102 students in the sample, Metropolitan Reading Test scores for 1969-70 and 1970-71 were obtainable for 68 subjects. One or both of the pre and post-test scores were missing for the remaining 34 subjects.

## TABLE 68

### DISTRIBUTION OF INCREASES AND DECREASES IN METROPOLITAN READING TEST SCORES BETWEEN SPRING 1970 AND 1971 (N=68)

| Months of Increase or Decrease | Number | Percent |
|---|---|---|
| -9 to -12 | 1 | 1.5 |
| -5 to -8 | 3 | 4.4 |
| -1 to -4 | 10 | 14.7 |
| 0 | 5 | 7.4 |
| +1 to +4 | 17 | 25.0 |
| +5 to +8 | 16 | 23.5 |
| +9 to +12 | 8 | 11.4 |
| +13 to +16 | 3 | 4.4 |
| +17 to +20 | 3 | 4.4 |
| More than 20 | 2 | 3.0 |
| Total | 68 | 100.1 |

## TABLE 69

### MEANS OF METROPOLITAN READING TEST SCORES - SPRING 1970 AND SPRING 1971 (N=68)

| Year | Mean |
|---|---|
| 1970 | 3.1 |
| 1971 | 4.0 |

Table 69 indicates that the sample group failed to reach the one-year improvement criterion by only one month. A correlated t test yielded a t of 11.0 which was significant beyond the .01 level. Thus, the 9 month improvement fell just short of project expectations.

A closer look at the performance of the students in Table 68 reveals that the nine month improvement was due to the good performance of less than a third of the participants. This group skewed the distribution positively and consequently pulled the mean well above what the median would be.

About 50% of the sample showed improvement of four months or less which is less than the standard error of measurement of the test.

2. Mathematics Grades

Report card grades in the target schools are reported on a four point scale of Excellent (E), Good (G), Fair (F), and Unsatisfactory (U). Table 70 presents a comparison of the sample's mathematics grades for the project year and the year preceding it.

TABLE 70

COMPARISON OF END OF YEAR MATHEMATICS GRADES - JUNE 1970 AND JUNE 1971 (N=93)

| Grade | Number of subjects June 1970 | Number of Subjects June 1971 |
|---|---|---|
| E | 1 | 1 |
| G | 13 | 7 |
| F | 54 | 54 |
| U | 25 | 31 |

TABLE 71

NUMBER AND PERCENT OF STUDENTS WHOSE MATHEMATICS GRADES IMPROVED AND DECLINED (N=93)

| Direction | Number | Percent |
|---|---|---|
| Improved | 11 | 11.8 |
| No change | 61 | 65.6 |
| Declined | 21 | 22.6 |
| Total | 93 | 100.0 |

Inspection of Tables 70 and 71 indicates little change in mathematics grades. The majority of subjects showed no change at all. Only about 12% improved their grades while almost twice that percent declined.

3. Language Arts Grades

To arrive at a single grade for language arts grades for "written expression" and "oral expression" were combined by converting each letter grade into a number on a four-point scale and then averaging the two numbers. Tables 72 and 73 present the findings.

### TABLE 72

### COMPARISON OF END OF YEAR LANGUAGE ARTS GRADES - JUNE 1970 AND JUNE 1971 (N=86)

| Grade | Number of Subjects June 1970 | Number of Subjects June 1971 |
|---|---|---|
| 4.0 | 0 | 0 |
| 3.5 | 0 | 0 |
| 3.0 | 6 | 4 |
| 2.5 | 20 | 14 |
| 2.0 | 38 | 36 |
| 1.5 | 15 | 21 |
| 1.0 | 7 | 11 |

### TABLE 73

### NUMBER AND PERCENT OF SUBJECTS WHOSE LANGUAGE ARTS GRADES IMPROVED AND DECLINED (N=86)

| Direction | Number | Percent |
|---|---|---|
| Improved | 15 | 17.4 |
| No change | 39 | 45.3 |
| Declined | 32 | 37.2 |
| Total | 86 | 99.9 |

Tables 72 and 73 indicate that the pattern for language arts is similar to that of mathematics. Overall there was little change, but the change that did take place was in a downward direction. Again about twice as many students declined in their language arts grades than improved.

4. Additional Analysis - Attendance

Attendance is one indicator of attitude toward school. Since the original design did not call for a measure of school attitude, it was felt that it would be useful to include a look at attendance records as additional evaluation analysis.

### TABLE 74

### MEAN NUMBER OF DAYS ABSENT OF SUBJECTS - 1969-70 AND 1970-71 SCHOOL YEARS (N=83)

| School Year | Mean Number of Days Absent |
|---|---|
| 1969-70 | 20.9 |
| 1970-71 | 14.2 |

The difference between the means of the number of days absent for the two years was 6.7. A correlated t test yielded a t of 6.5 which was significant at the .01 level. The mean of 14.2 days absent during the project year approaches normal absence rates. Apparently, the participants looked forward to going to the Center regardless of whether they were learning or not.

### 5. Student Perceptions and Attitudes

A subjective appraisal of student attitudes was obtained from a questionnaire, The Students Ideas About School Test. 92 students in the sample completed the questionnaire.

TABLE 75

PERCENTAGE DISTRIBUTION OF SUBJECTS' RESPONSES TO ITEMS ON THE STUDENTS IDEAS ABOUT SCHOOL TEST (N=92)

| Item | Percent of Responses | | |
|---|---|---|---|
| | First Alternative | Second Alternative | Third Alternative |
| 1. I like, do not like, school. | 73.9 | 26.1 | -- |
| 2. Teachers are nice, are not nice, to me. | 66.3 | 33.7 | -- |
| 3. My family cares, does not care, about how I am doing in school. | 90.2 | 9.8 | -- |
| 4. I learn a lot, a little, nothing, in school. | 27.2 | 58.7 | 14.1 |
| 5. I am slow, average, smart, in school. | 21.7 | 65.2 | 13.1 |
| 6. I expect to drop out, graduate, from high school. | 15.2 | 84.8 | -- |
| 7. I will, will not, go to college. | 63.0 | 37.0 | -- |
| 8. My classmates are, are not, my friends. | 81.5 | 18.5 | -- |
| 9. I get into many, few, no, fights. | 13.0 | 54.3 | 32.7 |
| 10. I will fail none, a few, all, of my subjects on my next report card. | 51.1 | 46.7 | 2.2 |
| 11. I never, sometimes, always, do my homework. | 8.7 | 64.1 | 27.2 |
| 12. My classmates like me, do not like me. | 84.8 | 15.2 | -- |
| 13. I am absent from school very often, sometimes, never. | 17.4 | 77.2 | 5.4 |
| 14. I come to school late very often, sometimes, never. | 23.9 | 63.0 | 13.1 |
| 15. This year I enjoy school more, less, the same, as last year. | 78.3 | 1.1 | 20.6 |
| 16. This year I am learning more, less, the same, as last year. | 58.7 | 7.6 | 33.7 |
| 17. This year my teachers are nicer, worse, about the same, as last year. | 48.9 | 16.3 | 34.8 |

| Item | Percent of Responses | | |
|---|---|---|---|
| | First Alternative | Second Alternative | Third Alternative |
| 18. This year my teachers pay me more, less, about the same, attention as last year. | 63.0 | 9.8 | 27.2 |
| 19. I am, am not, in a special class. | 52.2 | 47.8 | -- |
| 20. My classmates enjoy school more than, less than, about the same, as I do. | 39.1 | 31.5 | 29.3 |
| 21. My classmates fight in school more than, less than, about the same, as I do. | 52.1 | 13.0 | 34.8 |

The critical items, 15, 16, 17, and 18, compare students' experiences during the project year to the preceding school year. On these items, a majority feel they are learning more (16), and believe they are getting more teacher attention (18). Three out of four students enjoy school more (15), and almost half feel their teachers are nicer.

The typical subject sees himself as an average student (5), who will graduate from high school (6), and attend college (7). However, they recognize that they are in a special program (19), and are somewhat insecure about their ability to pass all subjects (10). A majority also feel that they are not learning very much (4).

The students perceive their school adjustment to be fair. The majority took an intermediate position regarding absence (13), tardiness (14), and homework (11). As a group they also seem uncertain about whether school is as satisfying for them as it is for others (20).

Peers present no particular problem. More than 3 out of 4 feel their classmates are their friends (8,12).

### 6. Parental Perceptions

The 43 parent questionnaires that were returned cannot be assumed to be representative of the entire population and therefore must be evaluated cautiously. Table 76 presents the results of the questionnaire.

TABLE 76

PERCENTAGE DISTRIBUTION OF RESPONSES ON THE PARENTS QUESTIONNAIRE

| Item | Percent Responding | |
|---|---|---|
| | True | False |
| 1. My child likes school. | 65.1 | 34.9 |
| 2. My child is doing well in school. | 53.5 | 46.5 |
| 3. My child gets into a lot of trouble in school. | 41.9 | 58.1 |

| Item | Percent Responding |  |
|---|---|---|
|  | True | False |
| 4. My child gets into a lot of trouble at home. | 27.9 | 72.1 |
| 5. My child is being helped more in school this year than in the past. | 69.8 | 30.2 |
| 6. My child's teachers give him more attention this year than in the past. | 74.4 | 25.6 |
| 7. My child is learning more in school this this year than in the past. | 62.8 | 37.2 |
| 8. My child has an attendance problem in school. | 11.6 | 88.4 |
| 9. My child is often late for school. | 9.3 | 90.7 |
| 10. I am satisfied with the program my child is in this year. | 62.8 | 37.2 |

Although the responses indicate that a majority of the parents responded positively, there remain a sizable minority - about one out of every 3 parents - who feel their children are not learning any more than in the past, who believe their children do not like school, and who are not satisfied with the educational program. About 42% feel their children get into a lot of trouble in school, although they feel the children are better behaved at home. Only a bit more than half believe their children are doing well.

With these reservations and the feeling that there is room for improvement, three out of four parents believe their child is getting more attention from the school than in the past.

### B. Interviews and On Site Observations

The content of this chapter is a description of the impressions of the evaluation staff of the Teaching & Learning Research Corp. and are based on on-site observations of the Center and interviews with participants and the staff. These impressions are followed by conclusions and recommendations.

### 1. The Students

The original selection criteria were that the students be 2 years or more retarded in reading, that they not present a serious behavior problem, and that the children attend the Saturday cultural enrichment program. Only the first criterion was maintained consistently. Only seven of the children attended the Saturday sessions. Also, it was evident that a good proportion - although not a majority - did have school behavior problems.

The students that were interviewed liked coming to the Center. One typical comment was:

> "I like it here. You feel kind of free and you don't feel that anybody is pushing you around like at school. You get good teaching

> here, too. At school, I sleep half the
> time, or I'm getting into trouble."

A few students thought that the Center was a good way of avoiding school. They felt they could come, manage to do little, and spend their time playing or in the library. But these kinds of comments were few.

The students had mixed feelings about the contingency room. They appreciated the free time and the relaxed atmosphere but were not very enthused about the activities available to them.

### 2. Instruction and Materials

The instructional staff appeared to be competent and hard working. Instruction was individualized and the teachers seemed to know the weaknesses of each child. The teacher, the educational assistants, and the college students managed to work with a good part of the class on an individual basis, but this still left eight to a dozen youngsters working independently. Of those working independentlv, a few attended to what they were doing, but others were working in a desultory fashion.

The staff used a variety of techniques and approaches depending on the child. The assistants and the tutors were well supervised and appeared to function effectively.

There was an appalling lack of materials. The students could not write in their disposable workbooks. There were insufficient recording tapes and there were few master cards available for the language master machines. Up to date books were also in short supply. This bad material situation existed because of very late authorization of funds.

The staff did an admirable job of accumulating what materials they could from every conceivable source. The project director often spent her own money on supplies with the fond hope that she would be reimbursed.

The library was a model of efficiency. It was well organized and managed. The librarian must have spent a great deal of time in personally gathering together an adequate supply of books, magazines, pamphlets and clippings. Students particularly seemed to enjoy listening to the cassette recordings that were available in the library. Many of these were recorded by project staff.

### 3. Contingency Learning

Contingency, or reinforcement, learning was the foundation of the project. In the preceding school year, the Westinghouse Learning Corporation had inaugurated the process in the Center, but they withdrew in mid-year without, apparently, sufficiently, or properly, training the staff. To add to this, the original project director went on leave in the middle of the 1970-71 school year and her replacement had no formal training in contingency learning. For all these reasons, the staff, with all its enthusiasm and dedication, was not able to function on sound principles of reinforcement learning theory. Two examples: A) Contingency learning requires that the consequence of learning have high reinforcement value for the individual. No attempt was made at the Center to ascertain what was reinforcing for each student. Instead, activities in the contingency room were assigned arbitrary values and it was assumed that an activity had equal reinforcement value for all students. B) The sooner the reward follows the learning, the greater the reinforcement. At the Center, points for learning were earned and accumulated on cards. The points were often not spent for days following the learning. Thus, the reinforcement was considerably weakened.

The contingency room also suffered from inadequate funds. The available games and activities were inadequate. The comments of the students indicated that they were not overly enthusiastic about what was available.

### 4. Cooperation of Sending Schools

There was little evidence that the relationship of the schools and the Center was conducive to effective learning. The schools seemed to look upon the Center as a nuisance that created administrative problems for them. They also were very lax about maintaining selection criteria and sent to the Center students with serious behavior problems. Certainly not all school personnel and administrators fit this description, but the impression was gained of general non-school cooperation.

### 5. The Cultural Enrichment Program

The Saturday morning program did not serve the project students. Only about seven project students attended the Saturday program. The greatest obstacle seemed to be transportation. Buses were not provided by the project and the age of the children made it difficult for them to get there on their own. Then, too, the activities offered had to compete with the normal Saturday activities that were familiar to them. Introducing them to the cultural activities perhaps required a special effort on a Saturday.

The Saturday morning enrichment program was, in effect, a separate project that served neighborhood children. Because it was unrelated to the Educational Advancement Center, its impact on project students was nil. It should be noted, however, that the Saturday morning program was well-staffed by specialists in various cultural forms. It had an attendance of about 70 to 80 neighborhood children per week. The program was an active one and many of the children participated enthusiastically.

## VIII. CONCLUSIONS AND RECOMMENDATIONS

### A. Conclusions

The following are the major conclusions regarding the impact of the Educational Advancement Center and Cultural Enrichment Program.

1. Academically, the project was very effective for about a quarter of the participants. They raised their achievement levels in reading by nine months or more. A smaller percentage showed improvement

in their academic grades. The project seemed to have little academic effect on the majority of students.

2. The staff was skilled and competent in traditional instructional methods, but had a very poor understanding of contingency learning. This might account for the failure of the program for so many of the students. Contingency learning theory has subtle principles which must be taken into account. The process did not receive an adequate test.

3. The students, despite their lack of academic success, enjoyed coming to the Center. They enjoyed the attention and respect they received and the feeling of not being oppressed. The result of this was significantly improved attendance records and improved attitudes towards school.

4. Parents also saw the school in a more positive light, but were still not satisfied that the school was doing as much as it should for their children.

5. The Saturday Cultural Enrichment Program had no impact on the project children since they did not attend. Lack of transportation and insufficient lure precluded children's attending.

6. The sending schools did not seem to offer the kind of cooperation and support the project required.

### B. Recommendations

1. The project badly needs a consultant in contingency learning who can assist them on a regular basis.

2. The consultant should also offer an inservice course for the entire staff in contingency learning.

3. The Cultural Enrichment Program should be made a part of the weekly program. If the time factor precludes this, then free transportation should be supplied on Saturdays.

4. Funds should be allocated early enough so that materials can be ordered early.

5. The administrators of the sending schools need to feel a greater stake in the success of the Center. Greater communication and feedback might be helpful.

## IX. SUMMARY

The Educational Advancement Center and Cultural Enrichment Program is a project which attempts to influence the learning process of disadvantaged and educationally retarded children through the use of contingency, or reinforcement, learning. It also hoped to broaden the cultural life of these children through a Saturday morning Cultural Enrichment Program.

About 120 students were transported from their home schools and spent two hours a day at the Center. There, they received individualized instruction in reading and mathematics and received reinforcement by means of games and activities.

### A. Objectives and Methods of Evaluation

To assess:

1. Whether students achieve a one-year increase in reading level.

2. Whether students show an improvement in their mathematics and language arts grades.

3. Whether students acquire skills in the enrichment areas.

To evaluate the project, data was collected through the use of school records, questionnaires, interviews, and on-site observations. Appropriate statistical procedures were used in analyzing the data.

### B. Findings and Conclusions

The academic objectives were met for about a quarter of the students. The project seemed to have little or no academic impact on the remainder.

The students enjoyed attending the Center and appeared to improve their attitudes towards school. This was concretely reflected by a significant improvement in their school attendance. Their parents also felt that the school was doing more for their children than in the past.

Because of lack of transportation and, perhaps, insufficient lure, practically no project children attended the Saturday Enrichment Program. It became, in effect, a separate, well-staffed program for neighborhood children.

The Center's major problem was its unfamiliarity with, and its inability to apply, principles of contingency learning, despite an otherwise competent and dedicated staff. A second problem was inadequate communication and cooperation between sending schools and the Center.

### C. Recommendations

1. A consultant in contingency learning be regularly available to the Center. He should also conduct an inservice course for the entire staff.

2. The Cultural Enrichment Program be integrated into the daily program or bus transportation and other incentives be provided on Saturdays.

3. The sending schools should have greater involvement in and regular feedback from the Center.

B.E. #93-1-6455

# EVENING CLINIC AND GUIDANCE SERVICES
# AT PS 149 QUEENS AND JHS 204 QUEENS

## I. INTRODUCTION

It is difficult enough to deliver regular education offerings of high quality in today's problem-filled urban public schools; but it takes herculean effort and expertise to provide supplementary, remedial, tutorial and guidance services in such a setting. To do so during the regular school day is especially difficult because of the schedule conflicts, staff limitations, and other logistics involved. One means of by-passing such difficulties is to offer such special services after regular school hours. This is the approach taken by the Evening Clinic and Guidance Centers program. By offering high level, individualized remedial, tutorial, counseling, guidance, and other clinical services two evenings a week to troubled and underachieving public and parochial school children, this program attempts to extend, enrich, and complement the teaching and learning experiences of urban students whose regular, hard-pressed, schools are incompletely educating.

## II. PROGRAM DESCRIPTION

This project involved the operation of evening clinic and guidance centers at PS 149 and JHS 204 in Queens. These were school-based guidance centers which provided for both referral and walk-in guidance, clinical, and remedial services. The services included small-group and individual tutoring in all subjects, especially algebra and a larger-scale Reading Clinic Program. In addition to these educational offerings, the guidance counselors, social workers, and school psychologist offered individual counseling, group counseling, parent workshops, consultation for teachers, administration of group and individual educational tests, psychological testing and referral activities designed to provide students and their families with a variety of a community-based social, health, and educational services.

The staff, in addition to the director, included 10 teachers, 4 social workers, 3 guidance counselors, one school psychologist and one tutor.

Each of the two clinics operated two evenings a week throughout the 1970-71 school year.

The program received a total of 164 referrals from the target public and parochial elementary and intermediate schools in the district. 74 of these children were enrolled in the project's Reading Clinic program. Regular math tutoring was arranged for 14 of the participants. 58 of the 164 children were provided with other services, including social casework, counseling, guidance, psychological testing and consultation. These figures are underestimates of the staff's workload, our observations indicated, since many children and their families were offered a wide variety of services by a number of different staff members.

## III. PROGRAM OBJECTIVES

The Evening Clinic and Guidance Services at PS 149 Queens and JHS 204 Queens had the following general objectives:

1. To provide working parents and their school-age children immediate intake for guidance and intensive group counseling.
2. To provide diagnostic services for children who have severe reading problems.
3. To provide for intensive remediation for children who have severe reading problems.
4. To improve behavior patterns of children towards school.

## IV. EVALUATION OBJECTIVES

1. To determine the extent to which the program offers working parents and their school-age children immediate intake services.
2. To determine the extent to which the program provides diagnostic services for children who have severe reading problems.
3. To determine the extent to which the program succeeds in providing intensive remediation for children who have severe reading problems.
4. To determine the extent to which the project improves the behavior patterns of children toward school.

## V. METHODS AND PROCEDURES

A. A conference was held between a senior member of our evaluation team (Dr. Lester Schwartz) and the project director to provide us with an overview of the program.

B. Ten site visits were made to both program locations. These involved observations of ongoing program activities, interviews with staff members, informal brief meetings with enrollees and their parents, inspection of program records, and distribution of data-gathering forms and questionnaires.

C. Staff Evaluation Questionnaires were administered to, and collected from, all members of the professional program staff.

D. Teacher Questionnaires were delivered to 40 regular classroom teachers of program enrollees (only 33 of these were completed and returned).

E. The project staff submitted to our evaluation team a variety of school and program record materials for all enrollees involved in the Reading Clinic program, the largest single phase of the project.

F. Analyses were made of our site visits, interviews, questionnaires, and program records.

## VI. RESULTS OF THE EVALUATION

Before turning to an extensive discussion of the "hard data," the overall impressions gained by the Teaching & Learning evaluation team will be discussed. These impressions were gained during the site visits when observations of program activities were made and interviews were held with staff, students, and children.

The staff impressed us as a hard-working, enthusiastic and well-trained group of professionals. They knew what had to be done and tried their best to accomplish the project's goals. Parents and children were given a warm professional reception and the staff conveyed to them an eagerness to help. There was no question but that the project succeeded in offering working parents and their children immediate intake services.

While the instructional offerings were desirably business-like, an air of relaxed acceptance permeated the atmosphere. This, plus the relatively small staff-student ratio undoubtedly made the students and their families feel that the program was something special, unfortunately not available in the regular school setting.

Our observations of the conduct of the tutoring and remedial sessions, the widespread use of various educational tests, and the generally zestful approach of the staff resulted in the provision of high level diagnostic and remedial services.

The children's attitudes towards the program offerings and the staff appeared to be extremely favorable. We can only assume that these attitudes would tend to generalize and thereby improve the children's attitudes towards school and learning in general.

### A. The Staff Evaluation Questionnaire

Twenty Staff Evaluation Questionnaires were completed by project staff members. Of these, 10 were teachers, 4 were psychiatric social workers, 3 were guidance counselors, one a tutor, and one a school psychologist. A summary and analysis of their questionnaire results follows.

Item 1: asked the staff member to, "Please briefly describe your duties in this project." The teachers listed their duties as 1) "tutoring, remedial reading, remedial math or other needed areas;" 2) "help underachievers, teach reading, math and other areas, raise students' self-image;" 3) "tutor reading, math and other areas; discuss personal problems of students;" 4) "diagnosis and remediation of math and reading problems;" 5) "help students fulfill their potentials in basic subjects, change attitudes towards school;" 6) "evaluation and remediation of math and language arts skills, give students a feeling of self-worth;" 7) "individual tutoring." The tutor's duties were described as "teaching remedial reading and math."

The psychiatric social workers' main duties were described as, 1) "conduct parent workshops geared to understanding the problems of their children in school," and 2) "parent intakes, counseling parents and children co-lead parent workshops, serve as liaison between teachers and parents."

The guidance counselor's duties were listed as, "individual and group counseling, academic therapy, conferences with parents, giving close remedial help to children with emotional problems."

The school psychologist listed his duties as "Psychological testing, consultation to staff, interviewing parents and children, and psychotherapy."

These staff duties conform perfectly to those activities the program intended to offer and were observed as such by our evaluation staff.

In Items No. 2-7 the staff were asked a variety of questions about their program. They were given a choice of four answers, "a) not effective, b) slightly effective, c) effective, and d) very effective." The questions, and numbers of staff responding to each were as follows:

TABLE NO. 77

EVENING CLINIC AND GUIDANCE SERVICES STAFF EVALUATION OF PROGRAM'S EFFECTIVENESS.

| Item No. | Questions | Responses (a) | (b) | (c) | (d) |
|---|---|---|---|---|---|
| 2. | How generally effective do you feel your project is in accomplishing its objectives? (N=20) | 0 | 0 | 9 | 11 |
| 3. | How effective is your project in raising students' academic achievement? (N=19) | 0 | 1 | 12 | 6 |
| 4. | How effective is your project in improving students' classroom behavior? (N=18) | 0 | 2 | 11 | 5 |
| 5. | How effective is your project in improving students' attitudes towards school? (N=20) | 0 | 2 | 12 | 6 |
| 6. | How effective is your project in increasing parents' understanding of their chilren's needs and problems? (N=20) | 0 | 0 | 10 | 10 |
| 7. | How effective is your project in obtaining special educational, health, and other needed community services for the students? (N=19) | 0 | 2 | 10 | 7 |

From the responses to these items it is abundantly clear that this program's staff members were convinced that they were highly successful in accomplishing their project's goals.

Item 8: asked the staff members to, "Please describe briefly what you feel to be... a) The major strengths of your program...b) The major weaknesses of your program...and, c) The changes that should be made in your program."

The major strengths listed were "individual attention that is available to students," "good rapport with parents and children," "bolstering of children's self-image through improving tool subjects," "deep involvement of a capable staff who deliver genuine services," "getting parents involved in the guidance program," "raising children's self-image and academic achievement."

The major weaknesses reported were "the program should be held daily and not twice-weekly," "insufficient time to work with each child," "need more feedback from the students own schools, teachers, and counselors," "we are not ready for program services," and other references to insufficient staff and/or time.

The recommended changes included statements to the effect that, "more time and personnel should be available," "there should be increased interaction between school and center and between teachers and parents," "the program should be enlarged to include more schools in the district," "the program should be expanded throughout the city," "there should be research into the problem of getting those families involved who need but refuse our services," and "more materials are needed, such as SRA Reading and Math Kits."

Thus the staff's belief was clearly that their program was highly successful but could have been more so if its operations could be expanded through increases in staff, time, and number of families involved.

### B. The Teacher Questionnaire

Completed Teacher Questionnaires were received for 33 of the children enrolled in the program. These were completed by the child's regular school teachers. Of the 33 children, 25 were boys and 10 were girls. Their grades were distributed as follows:

TABLE 78

DISTRIBUTION OF EVENING CLINIC ENROLLEE SAMPLE BY GRADE

| Grade | Number of Children |
|---|---|
| 1 | 2 |
| 2 | 2 |
| 3 | 3 |
| 4 | 5 |
| 5 | 4 |
| 6 | 7 |
| 7 | 7 |
| 8 | 2 |
| 9 | 1 |
|  | N = 33 |

The children attended eleven different public and parochial schools in the district.

The results of these 33 Teacher Questionnaires will now be presented.

Items 1-3: asked the teachers to indicate, respectively, whether the child
1) is doing poorly in almost all academic aspects of school work, or,
2) is doing poorly in just a few areas of academic work, or,
3) does not have any problems with the academic aspects of school.

22 of the 33 students (67%) were rated by their teachers as doing poorly in almost all academic aspects of school work.

3 of the 33 students (9%) were rated as not having any problems with the academic aspects of school work.

The remaining 8 students' (24%) teachers judged them to be deficient in just a few areas of school work. Reading, math, social studies, and science, in descending order, were the subject areas of difficulty most frequently noted.

It is thus apparent that this project is reaching a group of students truly needing supplementary academic help. The 9% not needing such academic help, the subsequent questions revealed, required other program services, such as counseling.

Item 4: asked the child's regular teacher to indicate if, "This child is having problems with one of the following aspects of school behavior. If yes, circle in which area or areas he is having problems." Following is the list of problem areas provided and the number of children whose teachers checked each (27 of the 33 chldren's teachers indicated one or more of such problems):

TABLE 79

TEACHER RATINGS OF EVENING CLINIC ENROLLEES' PROBLEMS

| Problem Area | Number of Children (N=27) |
|---|---|
| a. speech and communication | 5 |
| b. general classroom behavior | 15 |
| c. general attitudes towards school | 16 |
| d. behavior towards his teacher | 9 |
| e. behavior towards his classmates | 10 |
| f. lateness | 3 |
| g. absence | 1 |
| h. truancy | 1 |
| i. sickness | 1 |
| j. temper outbursts | 10 |
| k. emotional withdrawal | 5 |
| l. excessive emotional sensitivity | 9 |
| m. fighting | 6 |
| n. moodiness | 10 |
| o. emotional depression | 2 |
| p. poor physical appearance | 4 |
| q. nervousness and anxiety | 3 |
| r. excessive need for attention and/or approval | 16 |
| s. excessive perfectionism | 0 |
| t. completing and/or submitting his homework | 14 |
| u. other | 9 |

Thus it can be seen that, for the 27 children with school behavior problems, their teachers referred to a wide variety of difficulties. The most prevalent of these, in descending order, were: general attitudes towards school, excessive need for attention and/or approval, general classroom behavior, completing and/or submitting homework, behavior towards classmates, temper outbursts, and moodiness (all of these were checked off for 10 or more students rated). This array of problems seems to fit perfectly with the kinds of difficulties that the Evening Clinic and Guidance Center program was intended to deal with.

Item 5: asked if, "This child does not have any problems with his school behavior." This item was checked off for 6 of the 33 students in the sample. These students (18%) obviously were referred to the program for academic, as opposed to behavioral difficulties.

Items 6-7: asked, respectively, if "This child does not seem to need any clinical and guidance services" and "This child needs clinical and guidance services. If yes, please describe the kinds of services he needs."

For 3 of the 33 children (9%), the teachers indicated no need for services. For 26 (79%) the teachers indicated a need for clinical and guidance services. The teachers of the remaining 4 children (12%) left these items unanswered.

The guidance needs of the 27 requiring such help included, "individual therapy, remedial reading, professional counseling, guidance to change school attitudes, family counseling, encouragement and praise, help with self-awareness and forming group relationships, remedial work to relieve tensions," etc.

Clearly, then, the regular teachers of these children generally saw them as being in need of the very services the program was designed to deliver.

Lastly, but perhaps most importantly, the teachers were asked, in Item 8, "Does this child seem to be receiving the kinds of help he or she needs from the Evening Clinic and Guidance Centers program?"

For the 29 children whose teachers responded to this item (4 were left unanswered out of the 33 in the sample), 11 responded, "yes," 4 answered, "no," and 14 indicated "don't know." Thus in only 4 cases (12%) did the teachers feel that the program failed to provide the kind of help needed. The remaining 88% responded equivocally, favorably, or did not respond. It would thus appear that, while the teachers as a group refrained from registering a negative view of the program, only 1/3 of them had enough information to register approval. Two factors would seem to account for this, namely, 1) the full impact of the services delivered will not be evident until next year. Consequently, teachers could not truly evaluate them this year, and 2) the teachers did not get enough feedback from the project staff concerning the nature and efficacy of their students' involvement in the program.

## C. Analysis of Program Records

### 1. General

The project staff was fully cooperative in turning over their program records for inspection and analysis by our evaluation team. An analysis of these records now follows:

The project staff received a total of 164 referrals from the target public and parochial schools in the district.

92 children were referred for reading problems. Of these, 74 were enrolled in the program's Reading Clinic. The remaining 18 reading cases were dealt with through other means or were shortly terminated.

14 of the 164 referrals were for tutoring in mathematics, primarily involving algebra.

58 of the 164 children were referred for other services, including social casework, counseling, guidance, and psychological testing and consultation.

### 2. The Reading Clinic

As mentioned above, 74 of the children referred for help with reading were actually enrolled in the Reading Clinic.

Of these, 74 children, 53 were boys, and 21 were girls. They came from 15 public and parochial elementary and intermediate schools. Their grade levels, as of September 1970, were distributed percentage-wise, as follows:

TABLE 80

DISTRIBUTION OF EVENING CLINIC SAMPLE BY GRADE

| | | | |
|---|---|---|---|
| Grades As Of 9/70 - | 1 | 2% | Of Children |
| " | 2 | 2 | " |
| " | 3 | 4 | " |
| " | 4 | 8 | " |
| " | 5 | 12 | " |
| " | 6 | 26 | " |
| " | 7 | 18 | " |
| " | 8 | 18 | " |
| " | 9 | 10 | " |
| | | N=100% | " |

Thus, 84% of the children enrolled in the Reading Clinic program were in grades 5-9.

Pre- and post- results were available on 52 of the 74 cases for the Metropolitan Achievement Tests. The post-tests were administered during May of 1971. The pre-tests were administered at various stages of entry into the program, ranging from October or November 1970 in most instances, to March or April 1971 in a few instances. Thus, students varied in the length of time they were actually enrolled in the Reading Clinic. Naturally, long-term cases would be expected to show greater gains than short-term case. However, all 52 cases with the available data are lumped together in the following presentation of results, since dividing up the caseload would have resulted in too few cases for meaningful analysis. Similarly, this analysis involves different levels and forms of the Metropolitan, thereby making the results less than fully reliable.

For the 52 children on whom the pre- and post-Metropolitan Achievement Tests Reading Averages were available, the numbers who showed the following changes were as follows:

TABLE 81

CHANGES IN READING AVERAGES OF EVENING CLINIC ENROLLEES

| Change in Reading Averages (in Years) | Number of Children (N=52) |
|---|---|
| -.8 to -.5 | 4 |
| -.4 to -.1 | 3 |
| 0 | 3 |
| +.1 to +.4 | 24 |
| +.5 to +.8 | 9 |
| +.9 to +1.2 | 4 |
| +1.3 to +1.6 | 3 |
| +2.0 or more | 2 |

For all 52 children, the total years decreased was 3.1 and the total years gained was 23.8. This yields a net gain of 20.7 years of reading growth. Thus, for all 52 children, there was an average growth of .4 years in reading level.

The behavioral objective in the reading area that had been expected was a 1.0 year gain in 50% or more of the enrollees. In our subsample of 48 cases, only 7, or about 15%, showed such a change.

## D. Results of Site Visits and Interviews

Site visits were made which included observations of the teaching, learning, testing and counseling services of the program.

A member of the Teaching & Learning Research Corp. attended the parents counseling program. At these meetings attempts to alleviate many of the negative attitudes with which parents regard teachers and the school system were successful.

These meetings proved fruitful for the parents some of whom continued their new found relationship outside of the program's structure.

Observations of the remedial reading program revealed that a student in a group could benefit from 15 minutes of individualized attention then pursue an exercise alone for the remaining time in the session.

It was also noted that the small group and the individual tutor allowed for a much-needed personal relationship to evolve between instructor and child. This personal relationship was often cited as facilitating the improvement of a student's self-image. Often a student who thought that reading or math was beyond his capacity made a sincere new attempt because the relationship with the instructor assured him of acceptance as a person, and making a mistake was no longer a matter of personal failure.

Observations of meetings attended by all staff members presented an opportunity for our evaluator to note the deep involvement of the staff with this program. In the discussion of a particular case individual members of the staff displayed a comprehensive awareness of the many factors in a student's background which were related to his behavioral and academic difficulties. Acting as a team, the staff was in a knowledgeable position to make accurate diagnosis, recommendations, and referrals in order to help a particular student. It was noted, however, that there was a need for better communications between the clinic and the students' regular classroom teachers.

Inspection of referral records, case materials, and disposition records showed that accurate and comprehensive information was recorded and appropriate procedures were taken. In those instances where psychological evaluation and diagnosis were provided, it was noted that the handling of the case was especially perceptive and the recommendations appropriate and resourceful.

Interviews with the staff members were undertaken. They were asked to extensively describe their aims and activities and to offer criticisms. Many members of the staff felt that having convinced students that they could learn to read properly and up to grade level was a major achievement. They felt that the program provided for a non-scheduled informal contact with parents that was not available during the regular school hours. It also provided an opportunity for fathers to come into more intimate contact with their children's education.

Some of the staff expressed doubt that the evening clinic could assume full responsibilities for some of the more intense follow-ups such as family services and psychiatric care, however, and pointed to the need for extensive community services for long-term, multi-problem cases.

## VII. CONCLUSIONS AND RECOMMENDATIONS

The staff was observed to be a hard-working, dedicated group of professionals who believed in the importance and efficacy of their work. In all respects, the Staff Evaluation Questionnaire results revealed, they judged their program to be successful in diagnosing and helping to solve the enrollees' educational, social, and emotional problems. The staff did, however, indicate that their program could have been more successful had the staff size been larger, the hours of the project's operations extended, and the number of students and schools involved been increased. They were especially convinced that the small staff-pupil ratio, the informal, close individually-oriented approach, and the high degree of parental involvement were the key factors in the program's success.

The results of the Teacher Questionnaire indicated that the children referred to the program were deeply in need of the project's services because of academic and/or behavioral problems of a wide variety. Their teachers indicated that these children were in need of the specific services the program was designed to deliver. When asked whether or not they felt their referred students were actually receiving the kinds of help they needed, very few of the regular classroom teachers registered a negative view of the program. Only 1/3 of them, however, felt that they had enough information to register approval of the program's effects.

An analysis of the pre- and post-test Metropolitan Reading Achievement scores of 52 children in the program's Reading Clinic was made. The average child in this sample showed .4 years growth in reading level. Only 15% of these students showed a growth of 1.0 or more years in reading achievement. Since the behavioral objective expected in the reading area was for 50% or more of the students to show such a gain of 1.0 or more years, we had to conclude that, insofar as the available "hard" data indicated, the project's Reading Clinic program did not fully accomplish its goal. However, since many of the children entered the program late in the school year, and their pre-test post-test intervals were very short, the expected 50% figure might have been too high to be reasonably attained.

Our overall impression of the program was a very favorable one. We feel that it should be continued next year, and, if possible its staff and services extended.

# PROJECT CIVIC

## I. INTRODUCTION

"Community control," "community involvement," "public school accountability," and "parental involvement in the schools" are among the emotionally-laden, often poorly thought-out,terms used by those, both inside and outside of the educational establishment, who urge progressive reforms in public education.

Many parents and community leaders have come to view public schools as surrounded by impermeable boundaries, carrying out their activities hidden from public scrutiny. From within the walls of the schools, the professional staff members often look upon the community as unknowing, misguided, and unappreciative of their difficult labors on behalfof the community's children. Both sides realize the need for erasing the artificial and harmful barriers interfering with community-school communication and cooperation.

District 31's Project Civic represents a unique and exciting attempt to overcome such barriers.

## II. PROGRAM DESCRIPTION

The program was designed to improve communications between the home and the school, and in this way to develop a better understanding of the aims, attitudes, and aspirations of the students and their families. The program attempted to assist in creating an image of the school as a relevant and integral part of the community rather than an aloof, authoritarian institution.

Specifically, assistance was given to students and their parents in understanding:

1. Reading scores and reading tests
2. Test scores, i.e., math, Iowas, etc.
3. Promotion of school policies
4. District and school's practices and regulations
5. Roles of members of school staff
6. Appropriate people in schools from whom to get information and services
7. Educational and vocational planning with the development of a relationship between school programs and students' future goals.

The program attempted to service approximately 2,500 children. Part-time counselors, educational assistants, and the program assistant visited parents and students in their homes or community rooms, individually or in groups, for the purpose of supplying vocational and educational information, working with student related problems, and providing liaison among students, parents, community groups, and schools.

## III. PROGRAM OBJECTIVES

1. To provide a flexible counseling program outside the school building, in the community, at varying hours, with the principal goal of raising aspiration levels.

2. To provide educational and vocational counseling for the in-school members of the family.

3. To provide for more effective liaison between school and home.

## IV. EVALUATION OBJECTIVES

1. To assess whether a flexible counseling program has been provided.

2. To assess whether educational and vocational counseling have been provided for in-school members of the target families.

## V. METHODS OF EVALUATION

1. Site visits were made to the schools involved as well as to an evening session with community members. Observations were made and recorded and participating staff, children, and parents were interviewed.

2. Staff Evaluation Questionnaires were distributed to all 18 participating staff members.

3. A Parents Questionnaire was sent to a randomly selected sample of 105 parents who had attended evening parents meetings.

## VI. RESULTS OF THE EVALUATION

### A. Summary of Impressions Gained from Our Site Visits, Observations, and Interviews

A major problem encountered this year by Project Civic was the fact that it received authorization five months late. Tentative approval was received in January, 1971 and final approval late in April. The program was not operational until January.

The central activity of Project Civic involved group-centered meetings which the staff held in homes in the community. At these meetings parents are invited to discuss whatever educational problems they wish. At the present time, one or two, or sometimes as many as five or six meetings are held during a week.

The full-time staff consisted of the project coordinator, who is a licensed guidance counselor, and a school secretary. The part-time staff consisted of a supervisor of guidance, three teachers who were acting counselors, four licensed counselors, and four paraprofessionals. The paraprofessionals were a college senior, one college graduate, a nursing student, and an adult male community resident. These four paraprofessionals were trained by the project coordinator in a workshop held last year. They provided the liaison with and entree into the community, supplying the project with names and addresses and other community resource material.

The evening meetings were attended by two counselors and one paraprofessional. Twelve to fifteen people were found to be an optimal number for the meetings; all participants were required to be parents of school-aged children. The meetings were initiated by a volunteer host who invited friends, neighbors and the project staff.

Some of the educational problems that our evaluation staff observed being discussed included:

1. Interpretation of children's reading scores.
2. Problems encountered in the transitions between elementary, junior high and high school.
3. School-related rights and obligations of parents.
4. Information for parents concerning the role of the guidance staff in the schools.
5. The nature and availability of school records.

The program staff appeared convinced that publicity was a necessity for the project to have maximum community-wide impact. The project coordinator and supervisor wrote a bi-weekly column in the Staten Island Advance, which has a circulation of 80,000 daily. The project coordinator felt that contact with the public is being maintained this way.

The American Personnel and Guidance Association selected this project to be presented at a meeting held in April.

We were informed that, although the project was aimed at economically disadvantaged families, meetings were held in a representative cross section of homes.

The project staff made newspaper clippings and family evaluation sheets available to Teaching & Learning Research Corp. for evaluation purposes. These clearly indicated how very community-minded and community-accepted the project was.

One impressive example of the program's reaching out into the community was the establishment of weekly meetings in a community center room of a local housing project. These were staffed by a counselor and a paraprofessional who were available for individual or small group meetings with the neighborhood's youngsters. Held 7-9 p.m. on Thursday evenings, these informal meetings took place at a time when, and in a place where, the local youngsters assembled for programs of recreational activities. Consequently, the youngsters could take advantage of the program's offerings in a setting which ideally made for the kind of easy-going interchanges that maximized the youngster's receptivity to the staff members' help.

The district's cooperation with this project was also found to be very impressive. Beginning in January, 1971, five regular school counselors (paid out of regular tax-levy funds) spent an average of two hours per week devoted to this project's evening program. They were given compensatory leave time by their principals. Their activities included organizing parents' meetings of the same kind as were conducted by the regular project staff. The project provided them with direction, training by the project coordinator, secretarial, paraprofessional, and other support services. It is important to note that the regular project staff saw this as the beginning of a very desirable move towards incorporating the project's special services into the regular guidance program of the district's schools.

The staff were also very impressed with the obvious "lateral transmission" value of the program. That is, participating parents and children "spread the word" to other parents and other children, thereby broadening the program's impact throughout the community.

## B. The Parents Questionnaire Results

A twenty-item questionnaire was sent to 105 parents who had attended parent meetings conducted by Project Civic. A total of 25 parents questionnaires were completed and returned to the evaluation staff. Completed questionnaires indicated that these parents were of children of all ages 6-18.

The following are the results of the questionnaires:

Item 1: asked the parents to answer the following: "I have attended one evening meeting with guidance workers this school year." Fourteen parents of 56% responded "yes" to this item.

Item 2: stated: "I have attended more than one such meeting this school year." Eleven parents, or 44%, indicated "yes" to this item.

Item 3: asked whether or not "These meetings helped me to better understand what our schools are all about." Twenty-three, or 92%, responded "yes" to this item.

Item 4: asked if "These meetings are pleasant but you do not really learn much." Twenty parents, or 80%, responded that they did learn from these meetings.

Item 5: asked whether, "as a result of these meetings, I have a clearer understanding of my child's (children's) school problems." Twenty-two parents, or 88%, responded in the affirmative.

Item 6: "As a result of these meetings, I now feel that the schools are really interested in this community's parents." Nineteen parents, or 76%, responded "yes" to this item.

Item 7: asked if, "At these meetings I found the guidance workers to be warm and friendly." All parents responded in the affirmative to this item.

Item 8: stated that, "At these meetings I found that I could ask all kinds of questions and get useful answers from the guidance workers." Twenty-three parents, or 92%, responded in the affirmative.

Item 9: asked if, "As a result of these meetings, I gained a greater understanding of what my child's (children's) school records, test scores, and grades are all about." Fifteen parents, or 60%, responded "yes" to this item.

Item 10: asked the parents whether or not, "These meetings helped me to know which members of the school staff I could turn to for different kinds of problems." Nineteen parents, or 76%, responded affirmatively to this item.

Item 11: asked the respondents whether or not they believed that, "All parents should attend at least one of these meetings." All parents responded in the affirmative to this statement.

Item 12: asked the parent if, "It was especially helpful to have these meetings in the evening." All parents responded in the affirmative to this item.

Item 13: asked if, "It would be easier to attend such meetings if they were held during the school day rather than at night." All replies to this item were negative.

Item 14: stated that "as a result of these meetings I have a better understanding of my rights and obligations as a parent of a school child." Twenty parents, or 80%, agreed with this statement.

Item 15: asked whether, "This program has helped me to know what educational and vocational counseling services are available to my family." Twenty-one parents, or 84%, replied in the affirmative.

Item 16: stated that, "These meetings helped me to feel that the schools are offering my child (children) as good an education as possible." Ten parents, or 40%, agreed with this statement.

Item 17: asked whether, "These meetings give me a better picture of what high schools and colleges might be best for my child (children)." Twelve parents, or 48%, responded in the affirmative.

Item 18: Parents were asked, 'What was the best thing about these meetings?" In their answers, the parents listed the informality of the meetings, open atmosphere for discussion, small groups, open-ended discussion and various topics discussed, and the convenient time of the meetings.

Item 19: asked the parents to name "The worst thing about these meetings." Replies included statements that not enough parents attend, meetings tended to reflect the ethnicity of the neighborhood, only not enough time was available to discuss everything, and the administration was not advised of the problems discussed.

Item 20: asked "What would best help improve these meetings?" Replies included: more meetings should be held, more parents should attend such meetings, more publicity should be provided, counselors should be familiar with all grades, and that school administrators should be informed of the problems discussed.

The Parents Questionnaires included items that concerned the parent's rating of liaison services provided by Project Civic. We had set as our evaluation of success criterion a 60% cut-off point in the ratings. That is, 60% or more of the parents were expected to rate these liaison services as "effective" in providing liaison between the school and the home. Items 3, 5, 6, 8, 9, 10, 14, 15 and 17 of the Parents Questionnaire pertained to this rating of the effectiveness of the program's liaison services. The percentages of favorable responses to each of these items were:

TABLE 82

PARENTS' RATING OF LIAISON SERVICES PROVIDED BY PROJECT CIVIC

| Item No. | % | Item No. | % |
|---|---|---|---|
| 3 | 92 | 10 | 76 |
| 5 | 88 | 14 | 80 |
| 6 | 76 | 15 | 84 |
| 8 | 92 | 17 | 48 |
| 9 | 60 | | |

The mean favorable rating percentage for these items was 77.3%.

In the parent view, the program was successful in providing an effective liaison between the home and the school.

## C. The Staff Evaluation Questionnaire Results

Staff Evaluation Questionnaires were completed by three members of the administrative staff and seven counselors. The ten items of which the questionnaire was composed, and a summary of the staff's replies follows.

Item 1: asked to "Please describe what you believe are the best features of Project Civic." Counselor replies included the secure home atmosphere; time of meetings; personalization of the system; and open, honest discussion. In addition to this, the administrative staff mentioned prompt action on parental requests and that parents are made aware of the school concern for their children.

Item 2: asked "Please describe what you believe to be the major limitations of Project Civic." Counselor replies included that not enough parents were reached since enough parents do not attend meetings, lack of money for personnel, and no feedback to schools. In addition to this, the administrative staff also noted that the program should be funded from three to five years, not year to year as is presently done, as well as noting that the staff was only part-time and too small for maximum effectiveness.

Item 3: asked,"How has Project Civic improved community-school relationships and communication." All replies indicated that all participating parents could now better communicate with school personnel as a result of their experiences with Project Civic.

Item 4: asked,"Has Project Civic improved community attitudes towards the schools? Please explain." Five counselors replied in the affirmative, two were not sure. The respondents mentioned that parents and staff working together serve to prevent mistakes in a child's program and can solve many other problems. The administrative staff all replied in the affirmative to this item and mentioned working together and contacts with the community as a help in improving community attitudes.

Item 5: asked, "Has Project Civic helped parents and children to better understand the school's policies, practices, and problems? Please explain." Six counselors replied in the affirmative, while one indicated that the staff tried to help but were less than entirely successful. The administrative staff replied in the affirmative and mentioned that requests for services had been received and information had been given out in a fully successful manner.

Item 6: asked, "Has the community reacted favorably to the offerings of Project Civic ? Please explain." All seven counselors replied in the affirmative, while three added that some parents were still reluctant to participate. The administrative staff all replied in the affirmative.

Item 7: asked the counselors and staff to judge Project Civic as a) unsuccessful, b) moderately successful, or c) very successful in accomplishing its objectives. Five of the counselors replied "very successful," one replied "moderately or very successful," and one did not reply. The administrative staff all replied "very successful" to this item.

Item 8: asked, "Have you heard any complaints about Project Civic? If so, please explain." Six counselors replied that no complaints had been heard, while one replied the counselors did more talking than necessary and that there should be feedback to the schools. Two members of the administrative staff replied that no complaints had been made, while the third member indicated that more intensive services had been requested.

Item 9: asked, "What change or changes would you like to see made in Project Civic for next year?" Three counselors indicated respectively that they would like to see a full-time daytime counselor, better feedback to principals, and less resistance on the part of parents to participate in Project Civic. Of the administrative staff, two indicated that they wished to see the program incorporated into the middle and elementary schools and integrated in the regular district guidance program. The third member of the administrative staff indicated more money would be needed to continue the project.

Item 10: asked, "Please indicate any information or opinions about Project Civic that you feel should be part of this evaluation that have not been already covered by the preceding questions." One counselor indicated that it was possible that only parents' views were heard at meetings, and this might lead to some distortion of the problems presented, and that the teacher and child were not represented. Another counselor indicated that the administration of her school did not always appear to be in favor of the kinds of open communication that Project Civic encourages. Others did not reply to this item. Two members of the administrative staff indicated that ethnic minorities were included on the level of paraprofessionals, and that this hopefully may lead to guidance careers for the paraprofessionals on the staff.

These replies clearly indicate that the staff were (deservedly, in our view) quite proud of their program. We agreed with all aspects of their assessment.

## VII. CONCLUSIONS AND RECOMMENDATIONS

Our observations and questionnaire results lead us to conlude that Project Civic (1970-1971) successfully enhanced the school-community relationships of District 31.

It is recommended that this project be recycled and, if possible, expanded in the future.

# DEVELOPING GROWTH POWER OF PUPILS IN GRADES K-2

## I. INTRODUCTION

Technologically advanced cultures, such as ours, are faced with, among many other new problems, rapid change, "information-explosions," and rapid obsolescence of yesterday's knowledge and skills. This poses an obvious dilemma for today's public schools. While we still need to expose children to traditional educational experiences, we owe them a different kind of preparation, as well. That is, we must equip our children for the unpredictable future by giving them the capacity to explore, evaluate, integrate, and communicate new knowledge in a self-expressive and self-enhancing manner. Our children must be ready to independently seek, discover, utilize, transmit and value the new learning that their changing world will have to offer.

This project has attempted to prepare children for such encounters with their environment, present and future.

## II. PROGRAM DESCRIPTION

The project served grades K-2 of two public schools (PS 40 and PS 1 in District 31 Richmond). The professional staff consisted of a director, two teacher-trainers, and all of the teachers of grades K-2. They all worked as a team to effect a program of integrated, continuously more mature learning activities designed to give the individual student a more positive view of himself as an eager, able learner. Stress was placed on language arts and social studies to achieve this end. Attempts were made to develop competency in listening, speaking, reading and writing skills through a focus on problems related to the daily life of these young children. Total behavioral responses to problem situations were emphasized as sensory-motor perception avenues of learning were explored.

## III. PROGRAM OBJECTIVES

1. To develop listening and speaking skills so that children can communicate with peers and adults, follow directions, and enjoy and retell stories and poetry in proper sequence.

2. To strengthen children's sense of self-worth and internalized code of behavior so that children can select and attack appropriate tasks and pursue them to their completion.

3. To provide at each child's level, opportunities to observe, discover, explore, experiment, classify, draw conclusions, and/or find solutions; to make this possible through experiences in mathematics, science, art, and other creative expression.

4. By the end of the program, 80% of the participants should be able to express a thought in a complete sentence in conversation.

5. To institute change in the daily schedule of classroom learning activities.

6. To develop activities which involve class to class interaction within a school, and school to school interaction within the district.

7. To explore the use of the same piece of material with different purposes.

8. To introduce new weekly planning format to teachers which would stress interdisciplinary planning and provide for individual and small group needs.

## IV. EVALUATION OBJECTIVES

The evaluation will seek to determine the answers to the following questions:

1. Are opportunities provided for pupils to observe, classify, explore, experiment, and solve problems?

2. Is the sense of self-worth in pupils enhanced by program activities?

3. Does the program increase the pupils' listening and speaking skills as intended?

## V. METHODS AND PROCEDURES

1. Ten site visits were made by members of our evaluation staff. These involved observations of ongoing classroom activities, interviews with the director, teacher trainers, and principals of the participating schools, and the administration or distribution of questionnaires and tests.

2. Staff evaluation questionnaires were administered to all participating project staff members. These invited the staff members to describe their roles in the project, assess the extent to which it achieved its objectives, analyze the strengths and weaknesses of the program, and to make recommendations for changes in the project.

3. Parents questionnaires were distributed to a sample of the program's enrollees. These asked the parents to assess the ways in which their children's development was enhanced by the program.

4. An auditory perception test was developed to assess the enrollees' level of development in this important area of language arts. This was administered to approximately half of the participating pupils in grades K-2 at each of the two schools involved.

## VI. RESULTS OF THE EVALUATION

Before turning to a presentation of the questionnaire and test results, we will present a summary of impressions gained from our site visits, interviews, and observations of classroom activities.

Since the principals and teacher-trainers emphasized continuously that individualized instruction and activities serve to increase feelings of self-worth and provide the best opportunity for each child to explore on his own, the classroom was so designed by the teacher-trainers to carry out these objectives. In PS 40, two kindergarten classes, four first grade and four second grade classrooms were visited. In PS 1, most of the eleven classrooms were also visited. A description of a typical classroom follows:

The second grade classroom chosen as an example included twenty-six children. The classroom contained several groups of children who worked at desks grouped in a cluster of four to six. In one corner there was a fully equipped "listening center," with a record player, earphones, tape recorder and slide viewer. Some children were occupied here, operating the equipment themselves. Other children were writing a group essay with the help of the teacher. A group was playing a "blends" game, another group a Bingo game designed to help with sight reading. Several children were involved in independent reading. A group essay on the bulletin board described a train ride and trip to the supermarket.

Other grades and classrooms had similar arrangements with children at the following activities, appropriate to grade level: supermarket corner, sand box, easels, The Matrix Game in which children answer questions in full sentences, Lotto games for sight reading,and science corner. Bulletin boards of all classrooms reflected the themes of the respective grades such as The Family or The Neighborhood . Children wrote essays and drew pictures on these themes. The themes serve to integrate the total learning experience, drawing on language arts, social studies, science, etc.

One activity that involved class to class interaction in a school was also observed. One morning began with an assembly in which twenty-five (25) second graders recited poetry in unison and sang songs on the theme of March: The Windy Month. Paper kites made by the children were presented and integrated into the presentation. The assembly was introduced by the principal who spoke for a short time to the "ladies and gentlemen" in the audience and on the stage.

We were very impressed with the dedication of the staff, the enthusiastic response of the children, the relevency of the subject matter, and the obviously careful planning that these fruitful activities involved.

When interviewed, the principals of both participating schools stressed the importance of small group instruction to increase the feelings of self-worth. They both underlined the importance of giving teachers the freedom to utilize new techniques and materials. One principal pointed out the advantages of large, commercially made photographs to encourage role playing, class discussion, or creative writing (an example of using material for different purposes). They stressed the importance of the teacher-trainers as catalysts for this project.

PS 40 has been designated as a special service school in a poverty area. Four educational assistants funded through the project were lost last year. Those existing assistants were supplied through Strengthening Early Childhood - Title I. The program in the school is greatly strengthened by these educational assistants.

The program has been on and off in the past three years due to funding problems.

Developing Growth Power K-2 is new this year to PS 1. The Principal and teacher-trainer worked hard to start a new type of classroom teaching in an area they describe as "isolated." The area is a poverty area in which poverty is hidden in the backwoods; as such it is not designated a poverty area, and suffers from lack of money for materials as it is not a special service school. Many materials, such as Lotto cards, number dominoes, and other types of games, have been personally made by the teacher-trainers, teachers, and interested parents. There were no assistants and the teacher-trainer was the sole catalyst in implementing new materials, instructing the teachers to use these materials in different ways, and to use these materials in a manner to encourage children's capacities to work independently and to carry out tasks to completion.

In spite of this dearth of materials and difficulties encountered in focusing a new method of teaching, it appeared that the primary objectives of the program are being adhered to. There were classroom essays in every room related to specific themes of each grade, much poetry written by the children, and bulletin boards utilizing different art materials. In all classrooms, children were seen working at different projects with absorbed attention. Children were asked by the evaluation team about the desk arrangement and all were aware of the newness of the desk clusters and indicated they preferred this design over that of the last year.

Trips were utilized in the classroom to encourage individual essays, pictures, poetry. Some of the trips taken

St. George Library
Fire House
Newark Airport
Ferry Ride
A.S.P.C.A.
Rapid Transit
Bus Town, Staten Island
Police Station
Neighborhood Walk
Staten Island Zoo
Super Market
Museum of the City of New York
St. Vincent's Hospital
Aquarium
High Ride Park Conservation Center

A. The Parent Questionnaires

A 15-item "yes or no" parents' questionnaire was distributed to 250 of the enrollees to bring home to their parents. A total of 88 completed questionnaires were returned to the teachers as requested.

Of the 88 questionnaires returned, 53 were girls' parents and 35 were returned from boys' parents. 50 kindergarteners' parents' questionnaires were received (27 girls and 23 boys), 5 questionnaires from first graders' parents (4 girls and 1 boy) and there were 33 second graders' parents' questionnaires (22 girls and 11 boys).

The fifteen items of which this questionnaire was composed, as well as the percentage of parents responding "yes" to the question, "This year, my child showed a significant improvement in ..." are presented in the following table:

TABLE 83

PARENTS'RATINGS OF THE DEVELOPING GROWTH POWER PROGRAM

| | |
|---|---|
| 1. listening skills | 80% |
| 2. speaking skills | 92% |
| 3. communicating with other children | 98% |
| 4. communicating with adults | 90% |
| 5. following directions | 88% |
| 6. enjoying and retelling stories | 92% |
| 7. enjoying and reciting poetry | 63% |
| 8. his or her feelings of self-worth | 87% |
| 9. selecting his or her own activities | 86% |
| 10. problem-solving skills | 80% |
| 11. finishing tasks | 78% |
| 12. observational skills | 91% |
| 13. ability to draw conclusions | 82% |
| 14. ability to express a thought in a complete sentence in a conversation | 90% |
| 15. attitudes towards school | 88% |

These results clearly indicate that, from the standpoint of this sample of parents, the program was generally successful in accomplishing its objectives. With the exception of the areas of "enjoying and reciting poetry" (63%) and "finishing tasks" (78%), 80% or more of the parents sampled judged the program successful in contributing to their children's development in the areas the program was designed to implement.

## B. The Staff Evaluation Questionnaire and Teacher Questionnaire Results

Twenty teachers and two teacher-trainers were asked to fill out our questionnaire. Of these, four teachers and one teacher-trainer completed the questionnaires. Returns were from PS 40. Many items in these questionnaires are taken directly from the program objectives as indicated by the project staff.

### Staff Evaluation Questionnaire

Item 1 asked the staff members to "Please describe your duties in this project."Duties were listed as 1) work with K-2 staff, pupils as individuals and small groups, and work with parent and community groups, 2) introduction of extensive trip program using community resources, 3) set up and conduct parent workshops to demonstrate use of new multi-media materials.

Item 2 asked the staff members to "Please indicate what you believe to have been the major goals of your program." Goals were listed as 1) to help each child become an independent, self-directed, enthusiastic learner; and 2) to help teachers develop strategies which will promote and enhance the above.

To meet these objectives, the teacher-trainer encouraged teachers to individualize instruction, develop creative approaches to all teaching materials, plan projects using the skills of the child and the teacher, and involve parents in the learning process.

Item 3 asked the staff to "Indicate what activities your program utilized to accomplish its goal." Activities indicated were: 1) meet with teachers to describe goals, involve them in planning, and encourage them to experiment with new materials for presenting concepts, 2) demonstration of use of new material.

Item 4 asked to "Please describe how your program served to 'strengthen children's sense of self-worth and internalized code of behaviour so that children can select and attack an appropriate task and pursue it to its completion'." The teacher-trainer indicated that teachers encouraged children to select, plan, and develop their own tasks, as well as valuing the pupil's suggestions, work and behavior vs. judging him according to pre-conceived standards.

Item 5 asked "How has your program served to 'develop listening and speaking skills so that a child can communicate with peer groups and adults, follow directions, and enjoy and retell stories, and poetry in proper sequence'?" Here, extensive use was made of the listening centers, tape recorders, records, oral language games, poetry, echo reading, pupil response games and other materials that would require use of oral language.

Item 6 asked "To what extent did your program 'provide at each child's level, opportunities to observe, discover, explore, experiment, classify, draw conclusions, and/or find solutions, to make this possible through experiences in mathematics, science, art, and other creative expression'?" Here, an interdisciplinary approach was used, in which the learning experience was integrated, and subjects as math, science, language arts and social studies were not separated. A theme allowed the child to relate experiences in all areas.

Item 7 asked if one of the program's stated objectives was achieved, that is, "By the end of the program, 80% of the participants should be able to express a thought in a complete sentence in conversation. Did your program accomplish this goal?" Here, the staff member indicated that most children by the end of the program are able to communicate thoughts that are understandable, and that orally reporting ideas and feelings was a new experience for many of the children.

Item 8 asked "To what extent did your program 'develop activities which involved class to class interaction within a school, and school to school interaction within the district'?" Responses referred to the fact that children from one class freely went to other classes to share an original film strip, read a story, etc. There were also inter-school visitations, in which the children were involved for planning the visit.

Item 9 asked "To what extent did your program serve to 'explore the use of the same piece of material with different purposes'?" An example given of this was a picture, originally designed to make a point in social studies, used for creative expression, role playing, etc.

Item 10 asked "Did your program 'introduce a new weekly planning format to teachers which would stress interdisciplinary planning and provide for individual and small group needs'?" The teachers were committed to work with a theme, the best indication of an integrated program plan. The teachers recognized the different learning levels and provided for small group activities.

## Teacher Questionnaire

Four teachers responded to the questionnaire.

Item 1 asked "Please describe in detail what specific training and supervision your project's staff provided you with." Teachers listed points such as help in class, help in preparation of lessons, plan class trips, supply and explain materials, and organizing inter-class activities.

Item 2 asked the teachers to "Describe your activities undertaken 'to develop listening and speaking skills so that children can communicate with peers and adults, follow directions, and enjoy and retell stories and poetry in proper sequence'." Teachers listed use of listening games, film strips, record player, show and tell, library and corner, and picture games in response to this question.

*Item 3* asked to "*Indicate the percentage of your students who underwent a significant development in this area this year*." Percentages given were 100%, 90%, 85%, and greater than 50%.

*Item 4* asked to "*Describe your activities designed to 'strengthen children's sense of self-worth and internalized code of behavior so that children can select and attack appropriate tasks and pursue them to completion'*." Listed for this question were activities such as trips, classroom routines, class play, allowing children to work at their own pace, "doing" lessons such as cooking, and encouragement of independent group work.

*Item 5* asked "*What percentage of your students gained significantly this year in this regard*?" Three teachers indicated 100%, one teacher indicated 85%.

*Item 6* asked the teachers to "*Describe how you were able to 'provide at each child's level, opportunities to observe, discover, explore, experiment, classify, draw conclusions, and/or find solutions; to make this possible through experiences in mathematics, science, art and other creative expression'*." Teachers indicated use of mathematics laboratory materials, manipulative art materials, science laboratory including magnets, etc., class grocery store, trips to zoo, aquarium, etc., nature walks, cooking, use of the calendar, and the allowing of pupils to talk to one another during many activities.

*Item 7* asked "*What percentage of your students seem to profit substantially this year from such opportunities*?" Two teachers replied 100%, the others indicated 95% and 90%.

*Item 8* asked "*What percentage of your students are now able to express a thought in a complete sentence in conversation*?" Two teachers indicated 100%, one teacher indicated 80%, and the other teacher did not answer this item.

*Item 9* asked "*Did you 'develop activities which involve class to class interaction within your school and school to school interaction within your district'*?" All replies were affirmative.

*Item 10* asked "*Did your class 'explore the use of the same piece of material with different purposes'*?" All replies were affirmative.

*Item 11* asked "*Did your teacher-trainers 'introduce new weekly planning formats to teachers which stressed interdisciplinary planning and provide for individual and small group needs'*?"

## C. The Auditory Reception Test

The Auditory Reception Test was adapted from the Illinois Test of Linguistic Abilities (ITPA). It consisted of a thirty-item list of true-false questions designed to assess children's listening comprehension. The items were read aloud to each class by the teacher or by a member of our evaluation staff. The children were provided with a numbered answer sheet on which they marked their responses. This procedure worked well with the first and second graders but proved too difficult for the kindergarten classes. Consequently, we had the kindergarteners respond by raising their hands to indicate their answers and the teacher or evaluator recorded their responses. Since collusion was possible among the kindergarteners, their results are less reliable than those obtained from the first and second graders.

The items of the Auditory Reception Test were as follows:

1. Do dogs eat?
2. Do dogs fly?
3. Do trees fly?
4. Do babies drink?
5. Do babies cry?
6. Do bicycles eat?
7. Do dresses sing?
8. Do children climb?
9. Do cats bark?
10. Do bees sting?
11. Do people marry?
12. Do bananas telephone?
13. Do ants crawl?
14. Do eagles paint?
15. Do bricks float?
16. Do hatchets chop?
17. Do dials yawn?
18. Do logs burn?
19. Do sidewalks sprinkle?
20. Do penguins waddle?
21. Do pincushions cheer?
22. Do sausages frown?
23. Do flowers bloom?
24. Do parachutes paddle?
25. Do scouts signal?
26. Do clowns tumble?
27. Do bugles camouflage?
28. Do chimneys relax?
29. Do magicians entertain?
30. Do barometers congratulate?

The number of children (divided roughly equally between PS 1R and PS 40R) at each grade level who took this test were: kindergarten 40, first grade 72, second grade 83.

The number of children at each grade level who failed each item was as follows.

## TABLE 84

## THE AUDITORY RECEPTION TEST RESULTS OF DEVELOPING GROWTH POWER ENROLLEES

| Auditory Test Item No. | Number of Children Who Failed Each Item | | |
|---|---|---|---|
| | | Grade Levels | |
| | K (N=40) | 1 (N=72) | 2 (N=83) |
| 1 | 8 | 1 | 0 |
| 2 | 2 | 1 | 0 |
| 3 | 2 | 0 | 0 |
| 4 | 9 | 0 | 0 |
| 5 | 2 | 0 | 3 |
| 6 | 3 | 1 | 2 |
| 7 | 0 | 0 | 2 |
| 8 | 5 | 2 | 0 |
| 9 | 3 | 1 | 0 |
| 10 | 3 | 3 | 0 |
| 11 | 3 | 0 | 2 |
| 12 | 0 | 0 | 0 |
| 13 | 6 | 2 | 1 |
| 14 | 2 | 0 | 0 |
| 15 | 2 | 5 | 5 |
| 16 | 4 | 15 | 9 |
| 17 | 7 | 6 | 2 |
| 18 | 7 | 6 | 5 |
| 19 | 0 | 5 | 2 |
| 20 | 31 | 9 | 3 |
| 21 | 1 | 4 | 1 |
| 22 | 3 | 23 | 4 |
| 23 | 5 | 9 | 1 |
| 24 | 2 | 4 | 0 |
| 25 | 4 | 7 | 4 |
| 26 | 6 | 6 | 6 |
| 27 | 29 | 2 | 7 |
| 28 | 5 | 4 | 2 |
| 29 | 20 | 6 | 2 |
| 30 | 10 | 11 | 18 |
| | 184 | 133 | 81 |

The mean percentage of wrong responses of all pupils at each grade level was as follows: kindergarteners incorrectly responded to 4, 6, on the average.

The total number of items responded to incorrectly by all children at each grade level was: kindergarteners 184, first graders 133, and second graders 81. Dividing by the number of children at each grade level, we obtain the following average number of incorrect responses at each grade level: kindergarten 4.6, first grade 1.8, and second grade 1.0. Thus, as could be expected, growth in listening comprehension grade-by-grade was clearly evident. Also evident is the fact that this test was not difficult enough for the first and second graders. Even the kindergarteners, with the exceptions of items Nos. 20, 27, and 29 showed a 90% or higher correct response rate for each item. Although the available age and grade norms for the I.T.P.A. are not fully applicable because of the modified testing procedures employed, these results suggestively indicate that the children in our sample, on the average, displayed listening comprehension skills near the top of the available norms. Consequently, these results would be consistent with a very favorable outcome of the language-arts features of the program. However, since no pre-test results were available, these results cannot be viewed as conclusive in this regard.

## VII. CONCLUSIONS AND RECOMMENDATIONS

1. The project staff were observed to have complied fully with the programs' intended activities and goals.

2. These activities and methods had the intended effects on the enrollees' personal and scholastic development.

It is recommended that the program be recycled.

B.E. #95-1-6455

# FAMILY LIVING INCLUDING SEX EDUCATION

## I. INTRODUCTION

While modern school systems remain fully cognizant of the values of traditional educational offerings, including the "3 R's," throughout a child's primary and secondary school years, concern is becoming increasingly focussed on additional educational needs.

Among the newer areas of education which professionals and parents now view as vital is that of family living, including sex education. District 31's program in this area represents the outgrowth of true community, school, and parental involvement in providing its children with high quality, carefully planned, and enthusiastically delivered educational experiences in this very important sector of education.

## II. PROGRAM DESCRIPTION

The program involved teacher training and the presentation of a curriculum of family living including sex education to schools throughout District 31. This was the third consecutive year the project has been in existence. In 1970-1971, thirty-one teachers were actively teaching in the program and twenty-five were receiving training to prepare to teach Family Living courses next year. The Project served eighteen schools in District 31. These were eight elementary schools (PS 1,8,13,14, 31, 32, 52 and 55), six middle schools (IS 7, IS 24, IS 27, JHS 49, JHS 51, and JHS 2) and four high schools (New Dorp High School, Tottenville High School, Susan Wagner High School, and Port Richmond High School). A total of 2000 students were reached in the fifty-eight classes conducted by the program.

The professional staff consisted of the project co-ordinator and the thirty-one hand picked teachers trained by the project co-ordinator in the area of Family Living, Including Sex Education.

The program involved the training of teachers in eligible schools, the development of materials and lessons, and the conducting of parent workshops.

In the elementary schools where classes are self-contained, the classes were integrated with other subjects. In the middle schools and the high schools, the classes were held on a once-a-week basis by a particular subject teacher. All children who participated in the program did so with parental approval.

The teacher training program was in operation almost every Wednesday afternoon from February to May 1971. The two-hour workshops were conducted for the twenty-five teachers who were expected to teach Family Life classes next year. These workshops covered such topics as male and female anatomical and physiological development, birth, psycho-sexual development of children, and the legal and religious aspects of sex education. Experts from the community, as well as the project co-ordinator served as the instructors at these meetings.

Four parent workshops were scheduled for each school in which parents were shown materials used in the program.

## III. PROGRAM OBJECTIVES

1. To launch coordinated services and activities planned around realistic Family Living situations which will include formal and informal treatment of subjects such as narcotics, emotional development, mental hygiene and sex education.
2. To help each child grow in the aspects of wholesome living relating to being a good family member.
3. To help the child acquire a background of ideals, standards, and attitudes which will be of value to him in the development of interpersonal relationships and in building his future life.
4. To establish the child's use of the proper terminology in reference to the body and its natural processes.
5. To provide correct, understandable, frank, and sensitive answers to the child's questions on topics such as reproduction and sex differences.

## IV. EVALUATION OBJECTIVES

The above program objectives contain two general areas of concern, each requiring very distinct concepts and procedures of evaluation. Three of the above program objectives concerning terminology, knowledge and curriculum content (1, 4 and 5 above) require assessments of the cognitive skills presented and attained within the Family Living Program. In this evaluation study, classrooms were visited by evaluators to assess the content of the curriculum in terms of factual information presented, the initiative of students to seek new information (e.g., asking questions in or after class) and the ease and skill with which the teacher dealt with her subject and class. Teaching aids, books and other materials were also examined for interest.

Further evaluation of the extent to which appropriate terminology and knowledge was being presented to students in a manner likely to facilitate their learning was sought through: (1) observations of an in-service teacher training program; (2) assessments of students' parents concerning family living information acquired by their children; and teacher and administrator ratings of the effectiveness of Family Life classes.

The evaluation objectives of this study also include determining the pertinence of Family Life classes for the development of more generalized attitudes (program objectives 2 and 3 above). This part of the evaluation in which "wholesome" attitudes are among the schools' objectives is less directly observable and limited to the assessments of parents, teachers and administrators.

## V. METHODS AND PROCEDURES

1. Members of our evaluation staff made numerous site visits during which we (a) interviewed the project director, the district superintendent, several teachers in class and at teacher training sessions (b) visited Family Living Including Sex Education classes in session (c) observed a teacher training session and (d) distributed and collected questionnaires.

2. 310 Parents Questionnaires were distributed (10 to each of the 31 active teachers in the program who were to give them out to a sample of their students to take home).

3. Teacher Questionnaires were distributed to all 31 teachers currently active in the program.

4. Principals Questionnnaires were distributed to each of the principals of the 18 participating schools.

## VI. RESULTS OF THE EVALUATION

Before turning to a presentation of our questionnaire results, we will present an evaluative overview of the program based on our site visits, interviews, and observations.

A member of the evaluation team made visits to several schools in the program. Arrangements for the visits were made directly with the school.

The elementary school classes were self-contained and Family Living classes were found to be integrated with other areas of study rather than being presented on a fixed schedule.

Some illustrative classroom observations will now be reported.

One elementary school classroom was visited in which 31 pupils were present for a class in "Human Reproduction." The lesson began with a brief review of material previously covered, a plastic model of a baby in the uterus was used, and a review of the menstrual cycle was done through questions and answers on factual data and terminology. Slides were then used for the new material pertaining to genes, fertilization, and the determination of sex. The teacher's questions to the students were based on the contents of the slides. The atmosphere of the classroom was relaxed, the children were attentive, and proper physiological terms were used by the children. The teacher's presentation was professional and excellent.

Another excellent class was observed at the junior high school level. The principal of the school welcomed the observer and allowed the observer to see the class and talk to the teacher. The eighth grade class observed was actually a language arts class of nine boys and sixteen girls. The young male teacher brought the noisy class quickly to order as the bell rang. A SIECUS slide with an accompanying record was used to present the development of the baby (Human Sexuality - A Modern Approach, SIECUS series). A discussion followed that began with a review of previous work, that of the male and female reproductive systems. It was reviewed by a boy student who used appropriate physiological terms. The entire class participated without embarrassment; the class was serious and interested. It was truly a pleasure to attend. The observer particularly noted that the attitude of the class to the material was entirely free of "street" attitudes and language typically found among children of this age. The teacher was able to smoothly answer the many questions presented to him.

At another junior high school, the assistant principal made it perfectly clear that he preferred that our staff did not visit his school. It was only after much persuasion that the observer was finally admitted. At the school, the assistant principal escorted the observer to the classroom; later in conference he refused to answer where and when other Family Living classes were scheduled. He also told the evaluator not to come before Easter, as it would not be "representative" of the classes. This was the only case of "reluctant cooperation" we encountered.

The eighth grade English class observed had 33 pupils. From all appearances, it was clear that the visit was expected. On the board was written Family Living including Sex Education. The class discussed Problems that Teenagers have with Parents; this was also written on the board. Nine students sat in front of the room, role playing parents and teenagers. Students were invited to present a problem to the panel. Problems brought up were: drugs, parent interference with choice of friends, and parents' lack of belief in their child's honesty. The discussion was excellent; the teacher guided the class expertly. The evaluator concluded that these were three excellent classes, one at the elementary level and two at the junior high level. Of these classes, two dealt specifically with sex education, while the third dealt with an aspect of family living that was relevant to the age group of the class. The classes were conducted by well-informed teachers with excellent rapport. Furthermore, in no classes was there any embarrassment on the part of the pupils. It was clear that the relaxed, informal and well-controlled manner of the teachers contributed greatly to the ease with which students of elementary and junior high levels could speak about sex and family problems as related to themselves.

Furthermore, these observations lead us to unhesitantly conclude the program was successful in regard to its last two objectives, i.e., (1) to establish the child's use of the proper terminology in reference to the body and its natural processes, and (2) to provide correct, understandable, frank, and sensitive answers to the child's questions on topics such as reproduction and sex differences.

Interviews with the teachers were held after classes as well as at teacher training sessions. One teacher said that the progress in the discussion of sex and related topics had been remarkable since the beginning of the school year. He indicated that he himself had learned much from his participation both in the training program and in class with the children. An informal sampling of teacher opinion was obtained at the close of one of the teacher training sessions. Most of the teachers commented that they found the lectures informative. They were eager to be trained in this aspect of education.

A typical teacher training session was observed in which the subject was Male Adolescent Development. The lecture was informative; SIECUS slides were used in the presentation, and the teachers were told of books in which they could find more information. The lecturer, a science teacher with special training and experience in sex education, was unquestionably excellent.

## A. The Parents Questionnaire Results

### 1. The Sample

A total of 56 parents returned completed Parent Questionnaires. They were parents of forty-five girls and twelve boys. The number of questionnaires returned from each grade and school are listed below:

### TABLE 85

### DISTRIBUTION OF FAMILY LIVING SAMPLE BY SCHOOL AND GRADE

| No. of Questionnaires Returned | | School | Grade |
|---|---|---|---|
| Boys | 2 | PS 14 | 6 |
| | 3 | PS 13 | 5 |
| | 2 | IS 24 | 8 |
| | 4 | IS 27 | 8 |
| | 1 | Tottenville High | 12 |
| Girls | 3 | PS 14 | 6 |
| | 3 | PS 13 | 5 |
| | 4 | IS 24 | 8 |
| | 4 | IS 27 | 8 |
| | 8 | JHS 2 | 9 |
| | 3 | JHS 7 | 8 |
| | 16 | Tottenville High | 12 |
| | 2 | Susan Wagner High | 12 |

## 2. Item Analysis

In Items 1-12, parents were asked to respond to a series of multiple choice questions. The item contents and percentages of parents responding in each answer-option were as follows:

### TABLE 86

### PARENTS EVALUATION OF FAMILY LIVING PROGRAM, PART I

| Item No. | Questions | Not Helpful | Somewhat Helpful | Very Helpful | No Response |
|---|---|---|---|---|---|
| | | Percentages of Parents Choosing Each Answer-Option | | | |
| | How helpful is the Family Life Program in helping children: | % | % | % | % |
| 1. | Learn necessary facts about sex? | 4 | 52 | 45 | 0 |
| 2. | Learn healthy attitudes towards sex? | 2 | 37 | 61 | 0 |
| 3. | Understand their bodies better? | 4 | 32 | 64 | 0 |
| 4. | Come to know what it means to be a normal man or woman? | 4 | 46 | 50 | 0 |
| 5. | Learn about the dangers of drug abuse? | 9 | 25 | 66 | 0 |
| 6. | Get along better with people of their own age? | 12 | 48 | 39 | 0 |
| 7. | Get along better with their brothers and sisters? | 20 | 61 | 18 | 2 |
| 8. | Get along better with their parents? | 16 | 52 | 32 | 0 |
| 9. | Face growing up with more confidence? | 7 | 39 | 54 | 0 |
| 10. | Develop healthy attitudes towards dating? | 4 | 57 | 39 | 0 |
| 11. | Develop healthy attitudes towards marriage? | 10 | 50 | 38 | 2 |
| 12. | Improve their chances of becoming better parents themselves someday? | 4 | 46 | 48 | 2 |

These results indicate general parental acceptance of the project as being helpful to their children. In 10 of the 12 questions, 85% or more of the parents felt the project to be either "Somewhat Helpful" or "Very Helpful". The two exceptions, where there were lower rates of parental acceptance, were the areas of "getting along better with their brothers and sisters" and "get along better with their parents". Since intrafamilial tensions are so very prevalent and of complicated origin, it is not surprising that the enrollees' parents would hope for more help in this area than even an excellent program of this kind can reasonably be expected to provide.

The next set of questions, Items 13-17, required "Yes" or "No" answers. The item contents and percentages of parents replying "Yes", "No", or "?" were as follows:

TABLE 87

PARENTS' EVALUATION OF FAMILY LIVING PROGRAM, PART II

| Item No. | Questions | % of Parent Answers<br>Yes<br>% | <br>No<br>% | <br>No Reply<br>% |
|---|---|---|---|---|
| 13. | I am satisfied with my child's Family Life Education Program | 88 | 7 | 5 |
| 14. | I would like my child to have such a program throughout his school life. | 88 | 10 | 2 |
| 15. | Boys and girls need an equal amount of Family Life Education. | 96 | 2 | 2 |
| 16. | Boys and girls should be taught these things in separate classes. | 25 | 66 | 9 |
| 17. | Students should be taught these things by teachers of their own sex. | 28 | 62 | 9 |

These answers further indicate strong parental approval of the program in general (Items 13-14) and approval of the heterosexual class groupings in particular (Items 16-17).

Item No. 18 asked the parents to describe features of the program they would like to see changed. Evidently, the program was so satisfactory "as is" that only 10 parents bothered to reply to this item. Of these, one came from the parent of an eighth grade boy: "The student felt this program just skimmed the surface and left much to be desired." The parent of a ninth grade girl agreed. An eighth grade girl's parent found the course "somewhat elementary in scope." One mother replied, "The films should be relevant to the physical, emotional, and mental growth of teenagers." Three eighth grade and fifth grade parents wrote that parents should participate in the program and be more involved in joint discussions. The parent of a fifth grader said that there should be more use of visual aids. The parent of an eighth grade girl answered this way: "The program is good, it could be excellent. Once the word Sex is used correctly and openly, perhaps the entire program can flow in such a way as to profit our youngsters in a healthy way. The basic program is good and certainly has the child as its main interest."

These remarks further underscore the high degree of parental approval and, in fact, suggest that parents, if anything, would like the program to be even more intensive and extensive than it was.

## B. The Teacher Questionnaire Results

Of the 31 teachers sampled, only 9 returned completed Teachers Questionnaires. (This relatively low return rate was largely due to the fact that the project staff had just completed its own survey and the teachers were reluctant to fill out another, similar, questionnaire).

These 9 teachers were from eight different schools and ranged in grade level from first to twelfth grade. Hence, although their number was small, they appeared to be a very representative sample of the teachers involved in the program.

In Items 1-4 the teachers were asked about their years of teaching experience, years of teaching in the Family Life program and how many classes of Family Life they teach per week.

This proved to be a very experienced group of teachers. Their years of experience ranged from 3 to 13 with a mean of 8 years. Of the nine, five were involved in this program for the first time this year, one was involved for her second year, and three were now participating in the program for the third time.

The number of Family Life classes conducted weekly by these teachers ranged from 1-10, the average being approximately 3.

In Item No. 5, the teachers were provided with a list of areas in which to "Please rate the program, from your own vantage point, along the following lines by circling the most appropriate answer." The specific areas, and the number of teachers who answered in each response-category were as follows:

TABLE 88

| TEACHERS' EVALUATION OF THE PROGRAM'S EFFECTIVENESS | Not Effective | Moderately Effective | Very Effective |
|---|---|---|---|
| a. Provide necessary sexual facts and information. | 0 | 1 | 8 |
| b. Instills healthy attitudes towards sex. | 0 | 2 | 9 |
| c. Enhances student's peer relationships. | 0 | 4 | 5 |
| d. Fosters healthy relationships with siblings. | 1 | 3 | 5 |
| e. Encourages desirable family attitudes. | 0 | 5 | 4 |
| f. Provides necessary drug information. | 1 | 6 | 2 |
| g. Instills desirable attitudes towards drugs. | 1 | 4 | 3 |
| h. Provides a better understanding of human development. | 0 | 3 | 6 |
| i. Prepares children for a healthier adulthood. | 0 | 3 | 6 |
| j. Increases children's chances of eventually making a happier marriage. | 1 | 5 | 3 |
| k. Prepares children for becoming better parents. | 1 | 6 | 2 |

These results clearly indicate that this sample of teachers generally felt their program to be effective in accomplishing its major objectives.

In Item No. 6, the teachers were asked to "Please give your overall evaluation of the strengths and weaknesses of (and recommendations for changing) the program." Some representative responses follow:

One teacher noted that the program "encourages the development of wholesome, moral attitudes towards the sexual development of the human body." Another noted that the program "provided favorable environment for presentation of information. Students feel free to question and discuss." One teacher noted that, "Parent workshops help parents and bring about a class-parent-teacher relationship." Two teachers noted that their "self-contained classrooms" enabled the "topics to be discussed naturally." Three teachers noted that the children enjoyed the program and "student interest is high." Another teacher reported that the program would be more effective if it were "continuous throughout the grades." One teacher indicated that "Some of the visual aids are dated and ineffective. Teachers need help in setting up specific lessons and units. Literature, discussions, book reports and a sufficiently varied approach is necessary, and any help in that direction would be appreciated." Also mention by two teachers was that adequate and excellent visual aid materials were available, but hard to obtain, since they were shared by so many.

Except for pointing out a need for more materials and equipment, and a more efficient means of distributing them, these teachers felt their program to be generally effective enough for it to continue "as is." We share their view.

## C. Principal's Questionnaire Results

### 1. The Sample

Principal's Questionnaires were sent to all the principals of the eighteen schools involved in the project. Ten returned completed questionnaires. Replies were received from four elementary schools (PS 14, PS 13, PS 31, PS 1), three intermediate schools (IS 7, IS 24, IS 27), a junior high school (JHS 2) and two high schools (Port Richmond and Tottenville).

### 2. Item Analysis

Item No. 1 asked the principals, "How many teachers do you have participating in the program?

a. Currently teaching
b. Currently being trained
c. Trained but not currently teaching in the program."

These principals, as a group, had in their schools 14 teachers currently teaching Family Life, 7 teachers currently being trained, and 8 teachers who were trained but not currently teaching in the program.

Item No. 2 asked the principals, "How many Family Life classes per week are conducted" in their schools. Answers ranged from 1-10 classes per week with a mean of 3.5.

Item No. 3 asked, "What grade levels are these?" Their answers indicated that Family Life classes were being held throughout the grades 1-12.

In Item No. 4 principals were asked to rate the program along several dimensions. The item contents and distribution of the principals' responses follows:

TABLE 89

PRINCIPALS' EVALUATION OF THE FAMILY LIVING PROGRAM'S EFFECTIVENESS

| | Not Effective | Moderately Effective | Very Effective | No Response |
|---|---|---|---|---|
| a. Provides necessary sexual facts and information. | 0 | 2 | 7 | 1 |
| b. Instills healthy attitudes towards sex. | 0 | 4 | 5 | 1 |
| c. Enhances student's peer relationships. | 0 | 4 | 4 | 2 |
| d. Fosters healthy relationships with siblings. | 1 | 4 | 3 | 2 |
| e. Encourages desirable family attitudes. | 0 | 3 | 5 | 2 |
| f. Provides necessary drug information. | 3 | 3 | 3 | 1 |
| g. Instills desirable attitudes towards drugs. | 2 | 4 | 3 | 1 |
| h. Provides a better understanding of human development. | 0 | 3 | 6 | 1 |
| i. Prepares children for a healthier adulthood. | 0 | 1 | 3 | 6 |
| j. Increases children's chances of eventually making a happier marriage. | 0 | 3 | 3 | 4 |
| k. Prepares children for becoming better parents. | 0 | 3 | 4 | 3 |

These results indicate that the principals, as was found equally true of parents and teachers, generally found the Family Living project to be effective. The only areas in which a sizeable proportion of principals found the program to be not effective, were in providing necessary drug information, and in instilling desirable attitudes towards drugs. If the principals' perceptions are accurate here, then we suggest that the program planners in the future give more attention to the drug abuse phase of their curriculum.

Item No. 5 asked the principals, "To what extent does the program create conflicts in the child regarding what he learns in school vs. home vs. religious training?" One principal replied "never," four principals replied "rarely," and five did not reply.

Item No. 6 asked, "Does exposure to the program generate undesirable sexual experimentation among the students?" Two principals replied "never," two replied "rarely," and six did not reply.

Item No. 7, the principals were asked to, "Please give your overall evaluation of the strengths and weaknesses of (and recommendations for changing) the program." One principal replied, "An excellent program." Another said, "I believe the program is of value in that it gives children a healthy attitude towards sex." One wrote: "The program has been valuable in areas of instilling attitudes and imparting knowledge. It is also helpful in fostering wholesome teacher-pupil, pupil-pupil, and parent-school relationships." Another wrote: "Students seemed to have matured in their attitudes in this area." Another wrote: "The parents involved are generally satisfied, but would like even more; the frequency of parent meetings is a plus." Some criticism was also made, such as: "Some of the movies and filmstrips are outdated. Model lessons on specific topics should be developed and distributed to beginning teachers." Also mentioned was a lack of materials, outdated movies and filmstrips, school's inability to offer an ongoing program with continuity, and that there should be more than one teacher in a school, and that "model lessons on specific topics should be developed and distributed to beginning teachers." One principal indicated that, "It is not possible to ascertain the effectiveness of the program. We do not observe the teacher."

## VII. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

On the basis of classroom observations and a review of the materials used in the Family Life classes and in-service teacher training programs and data obtained from parents, teachers and administrators, it is concluded that the information presented is factual, pertinent to the objectives of the program and presented in ways likely to facilitate their learning.

It is also concluded that the project staff, students, teachers in general, administrators and parents tend to strongly favor the extension of the program. In other words, the Family Life classes are highly valued in both the community and the school.

However, one major omission was noted. The Family Life classes are not giving as much attention toward drug use as is needed for living in this community at this time and in the forseeable future.

## Recommendations

Include within the Family Life classes knowledge, skills and resources appropriate for dealing with issues of drug use. It is suggested that the place to begin in within teacher sessions where ideas may be shared as to teaching aids available, common problems, etc. Perhaps parent groups could be included in planning sessions. Certainly expert resources from within the school and community which have been giving attention to drug use should be contacted for their views and perhaps their involvement in planning. Whatever the case, Family Life classes which ignore the facts and issues concerning durg use are not touching upon one dimension which is having an impact on family living today. It is our recommendation that Family Life classes be continued but that they be expanded to include the topic of drug use.

TEACHING & LEARNING

EDUCACION DE ESTADO URBANO
GRUPO 1 PROGRAMAS DE GOBIERNO

CUESTIONARIO DE PADRES

NOMBRE DEL PROGRAMA____________________
Nombre del Padre____________________
Nombre del Nino____________________ Sexo__________
Nombre de la Escuela____________________
Grado del Nino____________________ Edad del Nino__________
Fecha____________________

1. Por favor ponga una marca (✓) al lado de la clase de problema o problemas que su niño parece estar teniendo.

Marque si es Cierto

______1. Es deficiente en casi todos los aspectos del trabajo de la escuela.

______2. Es deficiente en solo una o dos areas del trabajo de la escuela. Si es cierto, haga un círculo en cual area o areas es deficiente:

a. Lectura
b. Escribir
c. Matematicas
d. Deletreo
e. Estudios Sociales
f. Ciencia
g. Expresivo
h. Comportamiento en general en la sala de clase
i. Comportamiento hacia su maestro
j. Comportamiento hacia sus compañeros de clase
k. Tardanzas
l. Ausencias
m. Haciendo el trabajo en la casa
n. Actitud hacia la escuela
o. Otros--favor de describir____________________

____________________

____________________

3. Cuales de los siguientes tipos de problemas fuera de la escuela parece su niño tener?

Marque si es aplicable

Marque si es aplicable:

______ a. tiene dificultad en llevarse bien con sus padres

______ b. tiene dificultad en llevarse bien con sus hermanos y hermanas

______ c. entra en peleas con otros ninos

______ d. tiene dificultad en hacer y retener amigos

______ e. está solo

______ f. está desanimado y triste

______ g. entra en problemas de todas clases

______ h. es muy desobediente en la casa

______ i. frecuenta compañia con clase de gente que no convienen

______ j. se queda fuera hasta tarde en la noche

______ k. parece estar usando drogas

______ l. puede entrar en dificultad con la policia

______ m. es muy nervioso

______ n. moja su cama

______ o. tiene problema al hablar, como tartamudo

______ p. se come las uñas

______ q. otros problemas de esta clase. Favor de describir____________

____________________________________________________________

____________________________________________________________

______ r. no tiene problemas fuera de la escuela

4. Que clase de ayuda usted espera que su niño reciba del

______________________________________________programa este año?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

5. Está su niño recibiendo la clase de ayuda que el o ella necesitan?

Marque uno: ________(a) si

________(b) no

________(c) no se

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## CUESTIONARIO DE LOS PADRES

Edad de su hijo_________________ Sexo_________________ Grado____________
Fecha hoy ______________________ Escuela_________________________________

Instruciones: Por favor marque si el sigiente es verdad o falso de su hijo

1. A mi hijo le gusta la escuela _____verdad _____falso
2. Mi hijo está saliendo bien en la escuela _____verdad _____falso
3. Mi hijo tiene muchos problemas en la escuela _____verdad _____falso
4. Mi hijo tiene muchos problemas en la casa _____verdad _____falso
5. A mi hijo lo estan ayudando mas en la escuela este año que en el pasado _____verdad _____falso
6. Los maestros le dan mas atencion a mi hijo este ano que en el año pasado _____verdad _____falso
7. Mi hijo esta aprendiendo mas en la escuela este ano que en el ano pasado _____verdad _____falso
8. Mi hijo tiene un problema en asistir a la escuela _____verdad _____falso
9. Mi hijo casi siempre llega trade a la escuela _____verdad _____falso
10. Estoy satisfacho con el programa que mi hijo tiene en la escuela _____verdad _____falso

TEACHING & LEARNING

## PARENTS QUESTIONNAIRE

Your child's age______ Sex_______ Grade_______ School__________

Today's Date_______________

---

DIRECTIONS Please circle whether each of the following statements is true or false about your child.

1. My child likes school TRUE FALSE
2. My child is doing well in school TRUE FALSE
3. My child gets into a lot of trouble in school TRUE FALSE
4. My child gets into a lot of trouble at home TRUE FALSE
5. My child is being helped in school more this year than in the past TRUE FALSE
6. My child's teachers give him more attention this year than in the past TRUE FALSE
7. My child is learning more in school this year than in the past TRUE FALSE
8. My child has an attendance problem in school TRUE FALSE
9. My child is often late for school TRUE FALSE
10. I am satisfied with the program my child is in this year TRUE FALSE

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## PARENTS' QUESTIONNAIRE

Parent's Name ____________________
Child's Name ____________________ Sex ____________
Child's School ____________________
Child's Grade ____________________ Grade ____________
Program Name ____________________
Date ____________________

1. Please place a check mark (✓) next to the type of problem or problems your child seems to be having.

Check if True

____ 1. Does poorly in almost all aspects of school work.

____ 2. Does poorly in just one or two areas of school work. If yes, circle which area or areas he is doing poorly in:
  a. Reading
  b. Writing
  c. Mathematics
  d. Spelling
  e. Social Studies
  f. Science
  g. Speaking
  h. General classroom behavior
  i. Behavior towards his teacher
  j. Behavior towards his classmates
  k. Lateness
  l. Absences
  m. Getting his homework done
  n. Attitude towards school
  o. Other - please describe ____________________
  ____________________
  ____________________

3. Which of the following types of problems outside of school does your child seem to have?

Check if applies

____ a. has difficulty getting along with his parents

____ b. has difficulty getting along with his brothers or sisters

____ c. Gets into fights with other children

____ d. has difficulty making and keeping friends

____ e. is lonely

____ f. is depressed and unhappy

____ g. gets into trouble of all kinds

____ h. is very disobedient at home

____ i. associates with the "wrong" kind of people

____ j. stays out too late at night

____ k. seems to be using drugs

____ l. may be getting into trouble with the police

____ m. is very nervous

____ n. has a speech problem, such as stuttering

____ o. bites his nails

____ p. other problems of this kind. Please describe____________________

________________________________________

________________________________________

____ q. has no problems outside of school

4. What kinds of help do you hope your child will receive from the program this year?

________________________________________

________________________________________

________________________________________

5. Does your child seem to be receiving the kind of help that he or she needs?

Check one: ____ a. Yes

____ b. No

____ c. I don't know

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# TEACHER'S QUESTIONNAIRE

Program Name ______________________________
Child's Initials ______________________ Date of Birth ______________
Class ______________________ Sex ______________
School ______________________ Grade ______________

Teacher's Name ______________________ Date ______________

Directions

Please place a check mark (✓) next to the statements that apply to this child.

Check if True

____ 1. This child is doing poorly in almost all academic aspects of school work.

____ 2. This child is doing poorly in just a few areas of academic work. If yes, please circle in which area or areas he is doing poorly:
   a. Reading
   b. Writing
   c. Mathematics
   d. Spelling
   e. Social Studies
   f. Science
   g. Foreign language
   h. Other -- Please describe ______________________________

______________________________

____ 3. This child does not have any problems with the academic aspects of school.

____ 4. This child is having problems with one of the following aspects of school behavior. If yes, circle in which area or areas he is having problems:
   a. Speech and communication
   b. General classroom behavior
   c. General attitudes towards school
   d. Behavior towards his teacher
   e. Behavior towards his classmates
   f. Lateness
   g. Absence
   h. Truancy
   i. Sickness
   j. Temper outbursts

k. Emotional withdrawal
l. Excessive emotional sensitivity
m. Fighting
n. Moodiness
o. Emotional depression
p. Poor physical appearance
q. Nervousness and anxiety
r. Excessive need for attention and/or approval
s. Excessive perfectionism
t. Completing and/or submitting his homework
u. Other -- Please describe ________________________________________

________________________________________________________________

________________________________________________________________

____ 5. This child does not have any problems with his school behavior.

____ 6. This child does not seem to need any clinical and guidance services.

____ 7. This child needs clinical and guidance services. If yes, please describe the kinds of services he needs. ____________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

____ 8. Does this child seem to be receiving the kinds of help he or she needs from the ________________________________ Program?

Check one: ____ a. Yes

____ b. No

____ c. I don't know

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## STUDENTS IDEAS ABOUT SCHOOL TEST A

INITIALS__________________ AGE____________

CLASS_____________________ SEX____________

DATE______________________ SCHOOL No.______

---

DIRECTIONS Please place a circle around the answer that best fits your own.

1. I like do not like school.
2. Teachers are nice are not nice to me
3. My family cares does not care about how I am doing in school.
4. I learn a lot a little nothing in school.
5. I am slow, average, smart, in school.
6. I expect to drop out graduate from high school.
7. I will will not go to college.
8. My classmates are are not my friends.
9. I get into many, few, no fights.
10. I will fail none, a few, all of my subjects on my next report card.
11. I never, sometimes, always do my homework.
12. My classmates like me, do not like me.
13. I am absent from school very often, sometimes, never.
14. I come to school late very often, sometimes, never.

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## STUDENTS IDEAS ABOUT SCHOOL TEST (cont'd)

15. This year I enjoy school more, less, the same, as last year.

16. This year I am learning more, less, the same, as last year.

17. This year my teachers are nicer, worse, about the same as last year.

18. This year my teachers pay me more, less, about the same attention as last year.

19. I am, am not in a special class.

20. My classmates enjoy school more than, less than, about the same as I do.

21. My classmates fight in school more than, less than, about the same as I do.

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## SELF CONCEPT OF ABILITY SCALE

Circle the letter in front of the statement which best answers each question.

1. How do you rate yourself in school ability compared with your close friends?

   a. I am the best
   b. I am above average
   c. I am average
   d. I am below average
   e. I am the poorest

2. How do you rate yourself in school ability compared with those in your class at school?

   a. I am among the best
   b. I am about average
   c. I am average
   d. I am below average
   e. I am among the poorest

3. Where do you think you would rank in your high school graduating class?

   a. Among the best
   b. Above average
   c. Average
   d. Below average
   e. Among the poorest

4. Do you think you have the ability to complete college?

   a. Yes. Definitely.
   b. Yes. Probably.
   c. Not sure, either way.
   d. Probably not.
   e. No.

5. Where do you think you would rank in your class in college?

   a. Among the best
   b. Above average
   c. Average
   d. Below average
   e. Among the poorest

Go on to next page.

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?

   a. Very likely
   b. Somewhat likely
   c. Not sure, either way
   d. Unlikely
   e. Most unlikely

7. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

   a. My work is excellent.
   b. My work is good.
   c. My work is average.
   d. My work is below average.
   e. My work is much below average.

8. What kind of grades do you think you are capable of getting?

   a. Mostly 90 - 100
   b. Mostly 80 - 85
   c. Mostly 70 - 75
   d. Mostly 65
   e. Mostly below 65

9. How important to you are the grades you get in school?

   a. Very important
   b. Important
   c. Not particularly important
   d. Grades don't matter to me at all.

10. How do you feel if you don't do as well in school as you know you can?

   a. Feel very badly
   b. Feel badly
   c. Don't feel particularly badly
   d. Doesn't bother me at all

11. How important is it to you to do better than others in school?

   a. Very important
   b. Important
   c. Not particularly important
   d. Doesn't matter to me at all

Go on to next page.

12. Which statement describes you best?

    a. I like to get better grades than everyone else.
    b. I like to get better grades than almost everyone else.
    c. I like to get about the same grades as everyone else.
    d. I don't care about any particular grades.

13. Do you think you have the ability to become a much better reader?

    a. Yes. Definitely.
    b. Somewhat. Likely.
    c. Not sure, either way.
    d. Probably not.
    e. No.

14. Compared with your close friends, how would you rate your reading ability?

    a. I am the best.
    b. I am above average.
    c. I am average.
    d. I am below average.
    e. I am the poorest.

15. Forget for a moment how others view your reading ability. In your own opinion how good of a reader do you think you are?

    a. Excellent
    b. Good
    c. Average
    d. Below average
    e. Much below average

16. Is your reading ability good enough to allow you to complete your reading assignments on time?

    a. Yes, with time left over
    b. Always
    c. Usually
    d. Sometimes
    e. Never

17. Do you think you have the ability to learn to read well enough to go on to college?

    a. Yes. Definitely.
    b. Somewhat. Likely.
    c. Not sure, either way.
    d. Probably not.
    e. No.

Go on to next page

18. If you were to be graded on your reading ability, what kind of grades do you think you are capable of getting?

    a. Mostly 90 - 100
    b. Mostly 80 - 85
    c. Mostly 70 - 75
    d. Mostly 65
    e. Mostly below 65

19. Do you think you will be able to read well enough to obtain mostly A's and B's by the end of your senior year?

    a. Very likely
    b. Somewhat likely
    c. Not sure. Either way.
    d. Unlikely
    e. Most unlikely

20. If you were free to go as far as you wanted to go in school, how far would you like to go?

    a. I'd like to quit right now.
    b. I'd like to continue in high school for a while.
    c. I'd like to graduate from high school.
    d. I'd like to go to secretarial or trade school.
    e. I'd like to go to college for a while.
    f. I'd like to graduate from college.
    g. I'd like to do graduate work beyond college.

21. Sometimes what we would like to do isn't the same as what we expect to do. How far in school do you expect you really will go?

    a. I think I really will quit school as soon as I can.
    b. I think I really will continue in high school for a while.
    c. I think I really will graduate from high school.
    d. I think I really will go to secretarial or trade school.
    e. I think I really will do graduate work beyond college.

Please write in answers to the following questions.

22.-23. If you were free to choose any job you wanted, what job would you most like to have when you grow up?

_______________________________________________

Go on to next page.

TEACHING & LEARNING

24.-25. Sometimes what we would like to do is not the same as what we expect to do. What kind of a job do you expect you really will have when you grow up?

________________________________________________

Please answer the following questions as you think your PARENTS would answer them. If you are not living with your parents answer for the family with whom you are living.

Circle the letter in front of the statement that best answers each question.

26. How do you think your PARENTS would rate your school ability compared with other students your age?

a. Among the best
b. Above average
c. Average
d. Below average
e. Among the poorest

27. Where do you think your PARENTS would say you would rank in your high school graduating class?

a. Among the best
b. Above average
c. Average
d. Below average
e. Among the poorest

28. Do you think that your PARENTS would say you have the ability to complete college?

a. Yes. Definitely.
b. Yes. Probably.
c. Not sure, either way.
d. Probably not.
e. Definitely not.

29. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think your PARENTS would say it is that you could complete such advanced work?

a. Very likely
b. Somewhat likely
c. Not sure, either way
d. Somewhat unlikely
e. Very unlikely

Go on to next page.

30. What kind of grades do you think your PARENTS would say you are capable of getting in general?

    a. Mostly 90 - 100
    b. Mostly 80 - 85
    c. Mostly 70 - 75
    d. Mostly 65
    e. Mostly below 65

31. How far do you think your PARENTS expect you to go in school?

    a. They expect me to quit as soon as I can.
    b. They expect me to continue in high school for a while.
    c. They expect me to graduate from high school.
    d. They expect me to go to secretarial or trade school.
    e. They expect me to go to college for a while.
    f. They expect me to graduate from college.
    g. They expect me to do graduate work beyond college.

32. For your PARENTS to be most pleased with you, what kind of grades should you get in school in general?

    a. Mostly 90 - 100
    b. Mostly 80 - 85
    c. Mostly 70 - 75
    d. Mostly 65
    e. Mostly below 65

33. How well informed are your PARENTS about what you are doing in school work? Choose the statement which come closest to describing your PARENTS.

    a. They are extremely well informed. They pay very close attention to what I am doing in my school work. Regularly I or others keep them informed. No matter how well or how poorly I am doing they will find out.

    b. They are well informed. They know quite a bit about what and how well I am doing. They generally know what and how well I am doing, but they don't always know.

    c. They are fairly well informed. Occasionally they ask and once in a while I or someone else tells them what I am doing.

    d. They are only slightly informed. They pay very little attention to what I am doing. Seldom do I or does any-

Go on to next page.

one else tell them.

e. They know nothing about what or how well I am doing in my school work.

Think about your closest friend at school. Now answer the following questions as you think this FRIEND would answer them.

Circle the letter in front of the statement that best answers each question.

34. How do you think this FRIEND would rate your school ability compared with other students your age?

a. Among the best
b. Above average
c. Average
d. Below average
e. Among the poorest

35. Where do you think this FRIEND would way you would rank in your high school graduating class?

a. Among the best
b. Above average
c. Average
d. Below average
e. Among the poorest

36. Do you think that this FRIEND would say you have the ability to complete college?

a. Yes. Definitely.
b. Yes. Probably.
c. Not sure, either way.
d. Probably not.
e. Definitely not.

37. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think this FRIEND would say it is that you could complete such advanced work?

a. Very likely
b. Somewhat likely
c. Not sure, either way
d. Somewhat unlikely
e. Very unlikely

Go on to next page.

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38. What kind of grades do you think this FRIEND would say you are capable of getting in general?

    a. Mostly 90 - 100
    b. Mostly 80 - 85
    c. Mostly 70 - 75
    d. Mostly 65
    e. Mostly below 65

Think about your favorite teacher--the one you like the best; the one you feel is most concerned about your school work. Now answer the following questions as you think this TEACHER would answer them.

Circle the letter in front of the statement which best answers each question.

39. How do you think this TEACHER would rate your school ability compared with other students your age?

    a. Among the best
    b. Above average
    c. Average
    d. Below average
    e. Among the poorest

40. Where do you think this TEACHER would say you would rank in your high school graduating class?

    a. Among the best
    b. Above average
    c. Average
    d. Below average
    e. Among the poorest

41. Do you think this TEACHER would say you have the ability to complete college?

    a. Yes. Definitely.
    b. Yes. Probably.
    d. Not sure, either way.
    e. Probably not.
    e. Definitely not.

Go on to next page.

42. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think this TEACHER would say it is that you could complete such advanced work?

    a. Very likely
    b. Somewhat likely
    c. Not sure, either way
    d. Somewhat unlikely
    e. Very unlikely

43. What kind of grades do you think this TEACHER would say you are capable of getting in general?

    a. Mostly 90 - 100
    b. Mostly 80 - 85
    c. Mostly 70 - 75
    d. Mostly 65
    e. Mostly below 65

TEACHING & LEARNING RESEARCH CORP

## STATE URBAN EDUCATION GUIDANCE PROJECTS

### School Records Data Sheet

Name of Project:______________________________

District:__________

1. Child's Initials:_______________
2. Sex________
3. Birth Date_______________
4. School____________________________
5. Grade______________

6. Number of days late in 69/70_________
7. Number of days late in 70/71_________
8. Number of days absent in 69/70_________
9. Number of days absent in 70/71_________

10. Final Report Card Grades:

| Subject | For June, 1970 | for June, 1971 |
|---|---|---|
| Social Behavior | | |
| Work and Study Habits | | |
| Reading | | |
| Oral Expression | | |
| Written Expression | | |
| Spelling | | |
| Handwriting | | |
| Social Studies | | |
| Mathematics | | |

STATE URBAN EDUCATION GUIDANCE PROJECTS

School Records Data Sheet (cont'd)

| Subjects | for June, 1970 | for June, 1971 |
|---|---|---|
| Science | | |
| Health Education | | |
| Art | | |
| Home Economics | | |

11. Standardized Achievement Test Scores: From the school records, please indicate the names of Achievement Tests, the dates they were administered, and the scores obtained.

(a) 1969-1970:

| TEST NAME | DATE | GRADE EQUIVALENT SCORES |
|---|---|---|

(b) 1970-1971:

| TEST NAME | DATE | GRADE EQUIVALENT SCORES |
|---|---|---|

TEACHING & LEARNING

STATE URBAN EDUCATION GROUP I GUIDANCE PROGRAMS

## STAFF EVALUATION QUESTIONNAIRE

STAFF MEMBER'S NAME______________________________

DATE____________________

NAME OF PROGRAM__________________________________________

DISTRICT_______________

SCHOOL OR UNIT AT WHICH YOU WORK____________________________

ADDRESS__________________________________________________

PHONE NUMBER________________________

YOUR TITLE_______________________________

_______________________________

1. Please briefly describe your duties in this project.________

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

2. How generally effective do you feel your project is in accomplishing its objectives?

Check one:_____ a) not effective
_____ b) slightly effective
_____ c) effective
_____ d) very effective

3. How effective is your project in raising students' academic achievement?

Check one: _____ a) not effective
_____ b) slightly effective
_____ c) effective
_____ d) very effective

4. How effective is your project in improving students' classroom behavior?

Check one: _____ a) not effective
_____ b) slightly effective
_____ c) effective
_____ d) very effective

5. How effective is your project in improving students' attitudes towards school?

Check one: _____ a) not effective
_____ b) slightly effective
_____ c) effective
_____ d) very effective

6. How effective is your project in increasing parents' understanding of their children's needs and problems?

Check one: _____ a) not effective
_____ b) slightly effective
_____ c) effective
_____ d) very effective

7. How effective is your project in obtaining special educational, health, and other needed community services for the students?

Check one: _____ a) not effective
_____ b) slightly effective
_____ c) effective
_____ d) very effective

TEACHING & LEARNING RESEARCH CORP

8. Please describe briefly what you feel to be:

a) The major strengths of your program:____________________

b) The major weakness of your program:____________________

c) The changes that should be made in your program:__________

TEACHING & LEARNING

STATE URBAN EDUCATIONAL GUIDANCE PROJECT

School Records Data Sheet

Name of Project: Positive Alternatives

District: 2

1. Child's Initials: ____________________
2. Sex ____________
3. Birth Date ________________
4. School ____________________________________
5. Grade ________________

6. Number of days late in 69-70 ______________
7. Number of days late in 70-71 ______________
8. Number of days absent in 69-70 ____________
9. Number of days absent in 70-71 ____________
10. Number of days absent from Positive Alternatives Program 70-71 ____________
11. Average attendance record for Positive Alternatives Program 70-71 ____________

POSITIVE ALTERNATIVES

Teacher's Questionnaire
(2nd page)

a. speech and communication
b. general classroom behavior
c. general attitudes towards school
d. behavior towards his teacher
e. behavior towards his classmates
f. lateness
g. absence
h. truancy
i. sickness
j. temper outbursts
k. emotional withdrawal
l. excessive emotional sensitivity
m. fighting
n. moodiness
o. emotional depression
p. poor physical appearance
q. nervousness and anxiety
r. excessive need for attention and/or approval
s. excessive perfectionism
t. completing and/or submitting his homework
u. drug abuse
v. other -- please describe ______________________________

______________________________________________________

______________________________________________________

_____5. This child does not have any problems with his school behavior.

_____6. This child does not seem to need any clinical and guidance services.

_____7. This child needs clinical and guidance services. If yes, please describe the kinds of services he needs. ______________________________

______________________________________________

______________________________________________

_____8. Does this child seem to be receiving the kinds of help he or she needs from the ____________________ program?

Check one: _____(a) yes _____(b) no _____(c) don't know

## POSITIVE ALTERNATIVES

### Staff Evaluation Questionnaire
(3rd page)

8. How effective is your project in reducing the incidence of drug abuse in your school?

Check one:
________ a) not effective
________ b) slightly effective
________ c) effective
________ d) very effective

9. Please describe briefly what you feel to be:

a) The major strengths of your program: ________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

b) The major weaknesses of your program: ________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

c) The changes that should be made in your program: ______
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

TEACHING & LEARNING RESEARCH CORP

# MEDICAL CAREER TEST

Name____________________________________________
Class__________________ Sex______ Age______ Date__________

1. Tell two things these people do in a hospital:

   a. Laboratory Technician:

      1. ______________________________________
         ______________________________________
         ______________________________________
      2. ______________________________________
         ______________________________________

   b. Medical Secretary:

      1. ______________________________________
         ______________________________________
         ______________________________________
      2. ______________________________________
         ______________________________________
         ______________________________________

   c. Nurse's Aide:

      1. ______________________________________
         ______________________________________
         ______________________________________
      2. ______________________________________
         ______________________________________
         ______________________________________

d. Physical Therapist:

1. ______________________________

______________________________

______________________________

2. ______________________________

______________________________

______________________________

e. Hospital Administrator:

1. ______________________________

______________________________

______________________________

2. ______________________________

______________________________

______________________________

II. The following are a list of hospital careers:

- Doctor
- Xray Technician
- Porter
- Inhalation Therapist
- Receptionist
- Ambulance Attendant
- Social Worker
- Dietician
- Optician

Next to each sentence is a blank space. Fill in the space with the name of the career listed above which you think best completes the sentence.

1. I help people with family problems when they are in the hospital.______

2. I would help someone who has trouble breathing.____________________

3. I make eyeglasses.____________________

4. I greet people, make appointments for them, and take messages for people working in the hospital.____________________

5. I plan what people eat while they are in the hospital.________________

TEACHING & LEARNING RESEARCH CORP

III. Name three medical careers which you find interesting and tell what you like about these careers.

1. Name of Career ______________________________

   I like this career because ______________________________

2. Name of Career ______________________________

   I like this career because ______________________________

3. Name of Career ______________________________

   I like this career because ______________________________

TEACHING & LEARNING RESEARCH CORP

DISTRICT CAREER RESOURCE CENTER

Age____________________
Grade____________________
Class____________________
School____________________
Sex____________________
Date____________________

## THE JOB CHOICE TEST

Below are listed twenty-five jobs. Read them all carefully. Decide which one you would like to be most of all. Place a "1" next to it. Then decide which you like second-best. Place a "2" next to it. Keep on making choices until you have listed your first through fifth choices (until you have written the numbers) (1 - 5 ).

____________ (a) police officer
____________ (b) medical doctor
____________ (c) dancer
____________ (d) singer
____________ (e) actor or actress
____________ (f) teacher
____________ (g) taxi driver
____________ (h) nurse
____________ (i) secretary
____________ (j) professional athlete
____________ (k) carpenter
____________ (l) electrician
____________ (m) bank teller
____________ (n) artist
____________ (o) social worker
____________ (p) computer programmer
____________ (q) hair dresser
____________ (r) fashion designer
____________ (s) architect
____________ (t) farmer
____________ (u) store owner
____________ (v) mechanic
____________ (w) lawyer
____________ (x) writer
____________ (y) cook
____________ (z) scientist

TEACHING & LEARNING

DISTRICT CAREER RESOURCE CENTER

## THE JOB CHOICE TEST

Age________________

Grade______________

Class______________

School_____________

Sex________________

Date_______________

Below are listed twenty-five jobs. Read them all carefully. Decide which one you would like to be most of all. Place a "1" next to it. Then decide which you would like second-best. Place a "2" next to it. Keep on making choices until you have listed your first through tenth choices (until you have written the number 1 - 10).

__________ (a) police officer
__________ (b) medical doctor
__________ (c) dancer
__________ (d) singer
__________ (e) actor or actress
__________ (f) teacher
__________ (g) taxi driver
__________ (h) nurse
__________ (i) secretary
__________ (j) professional athlete
__________ (k) carpenter
__________ (l) electrician
__________ (m) bank teller
__________ (n) artist
__________ (o) social worker
__________ (p) computer programmer
__________ (q) hair dresser
__________ (r) interior decorator
__________ (s) architect
__________ (t) farmer
__________ (u) store owner
__________ (v) school principal
__________ (w) member of the military service
__________ (x) psychologist
__________ (y) writer

TEACHING & LEARNING

DISTRICT CAREER RESOURCE CENTER

VOCATIONAL MATURITY AND KNOWLEDGE TEST

Name ____________________ Grade ________
Sex ____________
Date ____________ School ____________________

Chose the answer that best completes the sentence.

1. Two reasons why people lose jobs most are:
   ____________________ and ____________________
   a) fighting b) making mistakes c) absences d) stealing e) lateness

2. You need more than a high school diploma to be: ____________________
   a) a bank teller b) a secretary c) a telephone operator d) an architect
   e) a construction worker

3. Who can best help you with information about what high school to attend:
   ____________________
   a) your mother b) teacher c) guidance counselor d) friend

4. If you are interested in a medical career the most important subject for you to take in high school is: ____________________
   a) art b) history c) algebra d) biology e) English

5. Which is the best example of a job family: ____________________
   a) doctor, nurse, singer
   b) principal, teacher, teacher's aide
   c) farmer, mechanic, athlete
   d) businessman, teacher, actor

6. The most important thing that an interviewer looks for in an applicant is:
   ____________________
   a) intelligence b) agreeableness c) attractiveness d) neatness
   e) qualifications for the job

7. Put these types of schools in the order in which you attend them:
   (community college, elementary school, junior high school, high school, graduate school, college, high school)
   1 ____________________
   2 ____________________
   3 ____________________
   4 ____________________
   5 ____________________
   6 ____________________

8. Which of these will NOT be asked for on a high school application:
   ____________________
   a) grades b) high school choice c) number of days late d) career goal
   e) sports you'd like to play

9. What should you consider most besides salary before taking a full-time job:
   ____________________
   a) opportunity for advancement b) coffee breaks c) kind of office building
   d) length of vacation e) friends working there

TEACHING & LEARNING

## GUIDANCE IN THE ELEMENTARY SCHOOLS

## PARENT'S QUESTIONNAIRE

1. Have you spoken to your child's guidance counselor this year? Yes_____ No_____

2. How many times have you spoken to the guidance counselor this year? Once_____ Twice_____ Many_____

3. Did you visit the guidance counselor(s) this year without her asking for a meeting? Yes_____ No_____

   If yes, for what reason ______________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

4. Has the guidance counselor(s) helped your child to:

   a) get along better with other students Yes_____ No_____

   b) get along better with his/her teachers Yes_____ No_____

   c) improve his/her school work Yes_____ No_____

   d) improve any other problem areas Yes_____ No_____

   If yes, could you please explain the nature of this problem

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

cont'd...

GUIDANCE IN THE ELEMENTARY SCHOOLS

PARENT'S QUESTIONNAIRE (cont'd)

5. a) Has the guidance counselor(s) referred you to any services or agencies outside the school? Yes_____ No_____

   b) If yes, could you list these services or agencies?

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   c) Were you aware of these services or agencies before the counselor told you about them? Yes_____ No_____

6. What do you feel your child's greatest problem was this year?

   ________________________________________

   ________________________________________

   ________________________________________

   ________________________________________

7. Are you satisfied with the services the guidance office has provided this year? Yes_____ No_____

8. Underline one:
   Do you feel your child has received

   poor fair, good, excellent

   guidance services at school this year?

9. Do you feel your child is getting along better in school this year than last year? Yes_____ No_____

TEACHING & LEARNING RESEARCH CORP

GUIDANCE IN THE ELEMENTARY SCHOOLS

PARENT'S QUESTIONNAIRE (cont'd)

10. Do you feel your child has been helped more by the guidance counselor(s) this year than last year? Yes_____ No_____

11. Do you feel your child is learning more this year than last year? Yes_____ No_____

12. How could the guidance services in your child's school be better?

TEACHING & LEARNING

## GUIDANCE IN THE ELEMENTARY SCHOOLS

## TEACHER'S QUESTIONNAIRE

1. Have you referred any students to the guidance counselor this year? Yes_____ No_____

2. If yes, how many? ______________

3. a) Place a check (✓) next to the reasons for referral you have had.

   b) Place an asterisk (*) next to the three reasons you have referred children most recently.

Academic Problems

1. Reading
2 Mathematics
3. Spelling
4. Social Studies
5. Science
6. Speech and Communication
7. Submitting or completing home work
8. General classroom behavior
9. General attitudes towards school
10. Behavior towards his teacher
11. Behavior towards his classmates
12. Lateness
13. Absence
14. Truancy
15. Sickness
16. Temper outbursts
17. Emotional withdrawal
18. Nervousness or anxiety

4. Have you had any conferences with the guidance counselor(s) this year regarding a specific child? Yes_____ No_____

5. Please estimate how many times you have had conferences with the guidance counselor(s) during the current school year. ______________

6. Have you had more contact with the members of the guidance staff this year than last year? Yes_____ No_____

cont'd...

TEACHING & LEARNING

## GUIDANCE IN THE ELEMENTARY SCHOOLS

## TEACHER'S QUESTIONNAIRE (cont'd)

7. Have you attended any workshop or in-service programs developed by your guidance staff? Yes_____ No_____

8. Please indicate how many workshops you have attended. _______________

9. Among the various services offered this year by the Guidance Dept., which have been most frequently offered to the children you have referred and their families.

   a) individual counseling of students
   b) group counseling of students
   c) parent conferences
   d) class observations and "out of office" contact with children
   e) conferences and other time spent with outside agencies
   f) workshops for parents

10. Do you consider the school's guidance referral system to be effective? Yes_____ No_____

11. Are you satisfied with the service your Guidance Dept. offers? Yes_____ No_____

12. What recommendations would you make to improve the guidance services at your school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

TEACHING & LEARNING
RESEARCH CORP

## GUIDANCE IN THE ELEMENTARY SCHOOLS

## PRINCIPALS'S QUESTIONNAIRE

1. How many days per week of guidance services are provided in your school? ____________________

2. How many days per week were such services provided last year? ____________________

3. How many days per week do you feel should be available next year? ____________________

4. What guidance services do you feel should be increased next year? ____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

5. What do you feel are the strongest points in your school's guidance services? ____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

6. What do you feel are the weakest points in your school's guidance services? ____________________

____________________________________________________________

____________________________________________________________

TEACHING & LEARNING

## GUIDANCE AND CORRECTIVE READING IN THE JUNIOR HIGH SCHOOL

## PARENTS QUESTIONNAIRE

---

Parent's Name____________________

Date____________________

Directions: Please answer the following questions, "Yes" or "No." (Circle the correct answer.)

---

1. My child has been given special reading help in school this year. YES NO
2. My child has been given special guidance help in school this year. YES NO
3. I feel that my child's school problems are being given a proper amount of attention this year. YES NO
4. The "Guidance and Corrective Reading in the Junior High Schools" project has greatly improved my child's school experiences this year. YES NO
5. My child still needs special help with reading. YES NO
6. My child still needs guidance help in school. YES NO
7. I have found the school staff very helpful to the children and parents this year. YES NO
8. My child's attitudes towards school have been improved this year. YES NO
9. I feel better about my child's school this year. YES NO
10. I hope that next year the schools offer my child the same kinds of services they did this year. YES NO

TEACHING & LEARNING

INITIALS________________ AGE__________

CLASS________________ SEX__________

DATE________________ SCHOOL NO.__________

## INCREASED SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED

## ACTIVITY PREFERENCE INVENTORY

Next to each activity place a check mark in the column which best fits how you feel about this activity.

| | I think I like it | I think I don't like it |
|---|---|---|
| 1. Taking a long walk | | |
| 2. Reading story books | | |
| 3. Watching T.V. | | |
| 4. Learning an Indian Dance | | |
| 5. Babysitting | | |
| 6. Playing a musical instrument | | |
| 7. Going to the movies | | |
| 8. Taking pictures with a camera | | |
| 9. Playing baseball | | |
| 10. Jumping rope | | |
| 11. Painting a picture | | |
| 12. Seeing a play | | |
| 13. Playing house | | |
| 14. Visiting a museum | | |
| 15. Doing homework | | |
| 16. Playing basketball | | |
| 17. Acting in a play | | |
| 18. Listening to a bank concert | | |

Cont'd...

## INCREASED SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED

### ACTIVITY PREFERENCE INVENTORY (Cont'd.)

| | I think I like it | I think I don't like it |
|---|---|---|
| 19. Reading poems | | |
| 20. Working in a garden | | |
| 21. Singing in a choir | | |
| 22. Learning to sculpt | | |
| 23. Visiting relatives | | |
| 24. Writing stories or plays | | |
| 25. Meeting new people | | |
| 26. Seeing a ballet or dance | | |
| 27. Entering pictures in a camera contest. | | |

TEACHING & LEARNING

# INCREASED SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED

## STUDENT READING INVENTORY

Child's Initials________________ Date of Birth___________

Class_________________________ Sex____________________

School________________________ Grade__________________

Corrective Reading Teacher____________________________ Date_____________

Would you please list below the name of each book that this child has read during this school year:

TEACHING & LEARNING RESEARCH CORP

## INCREASED SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED

## CHECK LIST OF STUDY SKILLS AND HABITS

Student's Initials________________________ Date of Birth__________

Class________________________ Sex__________

School________________________ Grade__________

Teacher's Name________________________ Date__________

Directions: Below is a list of important study skills and habits. Place a check in the appropriate column next to each item as it applies to this student.

Column 1 - Has shown little or no improvement in this skill.
Column 2 - Has shown significant improvement but has not yet reached an acceptable level of this skill for his grade.
Column 3 - Has shown great improvement and has reached an acceptable level of this skill for his grade.

| | Column 1 | Column 2 | Column 3 |
|---|---|---|---|
| a. Listens attentively | | | |
| b. Asks questions when puzzled | | | |
| c. Has necessary books and materials at time when needed | | | |
| d. Organizes and plans work | | | |
| e. Works on a schedule and meets deadlines | | | |
| f. Outlines | | | |
| g. Differentiates main ideas from subordinate ideas | | | |
| h. Uses references books | | | |
| i. Can summarize what he reads | | | |
| j. Can summarize what he hears | | | |

Cont'd...

## INCREASED SERVICES FOR POOR CHILDREN WHO ARE EDUCATIONALLY RETARDED

### CHECK LIST OF STUDY SKILLS AND HABITS (Cont'd)

| | Column 1 | Column 2 | Column 3 |
|---|---|---|---|
| k. Writes comprehensibly | ______ | ______ | ______ |
| l. Understands assignment before proceeding | ______ | ______ | ______ |
| m. Checks mistakes on returned work | ______ | ______ | ______ |
| n. Can concentrate on written material for a reasonable time | | | |

TEACHING & LEARNING

## EDUCATIONAL ADVANCEMENT CENTER AND CULTURAL ENRICHMENT PROGRAM

## THE WORK AND SCHOOL STUDENT QUESTIONNAIRE

Answer each question by circling either true or false.

1. I can plan for and choose the kind of work I will do as an adult. TRUE FALSE
2. You have to pay a lot of money to go to any college. TRUE FALSE
3. To become a nurse, you have to work as a helper in a hospital for five years. TRUE FALSE
4. The salary you get is much more important than whether a job is interesting. TRUE FALSE
5. To be a teacher you have to first graduate from a four year college. TRUE FALSE
6. Even if I graduated from high school, no college would take me. TRUE FALSE
7. At my age it is too early to begin to think about the jobs I might hold as an adult. TRUE FALSE
8. Most students who go to a four year, liberal arts college, graduate from a vocational high school. TRUE FALSE
9. You have to know someone who likes you in order to get a city job. (like sanitationman, or fireman, or secretary) TRUE FALSE
10. The City University has many two year colleges which prepare pupils for good jobs. TRUE FALSE
11. I will probably take the first job that is offered to me. TRUE FALSE
12. You have to have a 90 average to get into a City College. TRUE FALSE
13. To work as a plumber or carpenter in New York City you usually have to first join a union. TRUE FALSE
14. A two year college is the same as a four year college except you only learn half as much. TRUE FALSE
15. I have interests and abilities that fit some jobs better than others. TRUE FALSE

TEACHING & LEARNING

## PROJECT CIVIC

## PARENTS QUESTIONNAIRE

Parents Name____________________

Date____________________

Ages of your school-age children____________________

____________________

Directions: Your school district has invited you and other parents of school-age children to evening meetings with school guidance workers. Please answer the following questions concerning these meetings which are part of a program called "Project Civic."

Circle the answer whicih best describes your feelings and experiences.

1. I have attended one evening meetings with guidance workers this school year. YES NO
2. I have attended more than one such meeting this school year. YES NO
3. These meetings helped me to better understand what our schools are all about. YES NO
4. These meetings are pleasant but you do not really learn much. YES NO
5. As a result of these meetings, I have a clearer understand of my child's (children's) school problems. YES NO
6. As a result of these meetings, I now feel that the schools are really interested in this community's parents. YES NO
7. At these meetings I found the guidance workers to be warm and friendly. YES NO
8. At these meetings I found that I could ask all kinds of questions and get useful answers from the guidance workers. YES NO
9. As a result of these meetings, I gained a greater understanding of what my child's (children's) school records, test scores, and grades are all about. YES NO
10. These meetings helped me to know which members of the school staff I could turn to for different kinds of problems. YES NO
11. All parents should attend at least one of these meetings. YES NO

TEACHING & LEARNING

## PROJECT CIVIC

## PARENTS QUESTIONNAIRE

12. It was especially helpful to have these meetings in the evening. YES NO

13. It would be easier to attend such meetings if they were held during the school day rather than at night. YES NO

14. As a result of these meetings I have a better understanding of my rights and obligations as a parent of a school child. YES NO

15. This program has helped me to know what educational and vocational counseling services are available to my family. YES NO

16. These meetings helped me to feel that the schools are offering my child (children) as good an education as possible. YES NO

17. These meetings give me a better picture of what high schools and colleges might be best for my child (children). YES NO

18. The best thing about these meetings is ______________________________

19. The worst thing about these meetings is ______________________________

20. The thing that would best help improve these meetings would be ______________

TEACHING & LEARNING
RESEARCH CORP

# PROJECT CIVIC

## STAFF EVALUATION QUESTIONNAIRE

Your Name__________________________ Date______________

Your Title______________________________________

Your duties in Project Civic______________________________

1. Please describe what you believe are the best features of Project Civic.____

2. Please describe what you believe to be the major limitations of Project Civic.____

3. How has Project Civic improved community-school relationships and communication.____

4. Has Project Civic improved community attitudes towards the schools? Please explain.____

TEACHING & LEARNING

## PROJECT CIVIC

## STAFF EVALUATION QUESTIONNAIRE

5. Has Project Civic helped parents and children to better understand the school's policies, practices, and problems? Please explain.

6. Has the community reacted favorably to the offerings of Project Civic? Please explain.

7. I would judge Project Civic to have been:

____ a) unsuccessful ____ b) moderately successful ____ c) very successful

in accomplishing its objectives.

8. Have you heard any complaints about Project Civic? If so, please describe.

9. What change or changes would you like to see made in Project Civic for next year?

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PROJECT CIVIC

STAFF EVALUATION QUESTIONNAIRE

10. Please indicate any information or opinions about Project Civic that you feel should be part of this evaluation that have not been already covered by the preceding questions. ______________________________

TEACHING & LEARNING

DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

STAFF EVALUATION QUESTIONNAIRE

Your Name________________________________________

Your Title________________________________________

Date________________________________________

1. Please describe your duties in this project____________________

2. Please indicate what you believe to have been the major goals of your program____________________

3. Indicate what activities your program utilized to accomplish its goals.

4. Please describe how your program served to "strengthen children's sense of self-worth and internalized code of behavior so that children can select and attack an appropriate task and pursue it to its completion"__________

## DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

## STAFF EVALUATION QUESTIONNAIRE (Cont'd.)

5. How has your program served to "develop listening and speaking skills so that a child can communicate with peer groups and adults, follow directions, and enjoy and retell stories and poetry in proper sequence"?

6. To what extent did your program "provide at each child's level, opportunities to observe, discover, explore, experiement, classify, draw conclusions, and/or find solutions; to make this possible through experiences in mathematics, science, art, and other creative expression"?

7. One of your program's stated objectives was to achieve the following, "By the end of the program, 80% of the participants should be able to express a thought in a complete sentence in conversation." Did your program accomplish this goal? Please elucidate.

8. To what extent did your program "develop activities which involved class to class interaction within a school, and school to school interaction within the district?"

Cont'

DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

STAFF EVALUATION QUESTIONNAIRE (Cont'd.)

9. To what extent did your program serve to "explore the use of the same piece of material with different purposes"?

10. Did your program "introduce a new weekly planning format to teachers which would stress interdisciplinary planning and provide for individual and small group needs"?

TEACHING & LEARNING RESEARCH CORP

## DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

## TEACHER QUESTIONNAIRE

Your Name ____________________

School ____________________

Your Class Grade ____________________

How many children are in your class? ____________________

Date ____________________

1. Please describe in detail what specific training and supervision your project's staff provided you with ____________________

2. Describe your activities undertaken "to develop listening and speaking skills so that children can communicate with peers and adults, follow directions, and enjoy and retell stories and poetry in proper sequence".

3. Please indicate the percentage of your students who underwent a significant development in this area this year __________%

4. Describe your activities designed to "strengthen children's sense of self-worth and internalized code of behavior so that children can select and attack appropriate tasks and pursue them to completion". ____________________

Cont'd.

TEACHING & LEARNING

DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

TEACHER QUESTIONNAIRE (Cont'd.)

5. What percentage of your students gained significantly this year in this regard? ______________________________.

6. Describe how you were able to "provide at each child's level, opportunities to observe, discover, explore, experiment, classify, draw conclusions, and/or find solutions; to make this possible through experiences in mathematics, science, art, and other creative expression".

7. What percentage of your students seem to profit substantially this year from such opportunities? ________________%

8. What percentage of your students are now able to express a thought in a complete sentence in conversation? __________________%

9. Did you "develop activities which involve class to class interaction within your school and school to school interaction within your district"?

Check one: __________YES __________NO

10. Did you with your class "explore the use of the same piece of material with different purposes"?

Check one: __________YES __________NO

11. Did your teacher trainers "introduce new weekly planning formats to teachers which stressed interdisciplinary planning and provide for individual and small group needs"?

Check one: __________YES __________NO

TEACHING & LEARNING

## DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

## PARENTS' QUESTIONNAIRE

Your Child's Grade____________________________

Your Child's Sex______________________________

Your Child's School___________________________

Date__________________________________________

Please answer by checking YES or NO.

This year, my child showed a significant improvement in ..................

| | | YES | NO |
|---|---|---|---|
| 1. | listening skills | | |
| 2. | speaking skills | | |
| 3. | communicating with other children | | |
| 4. | communicating with adults | | |
| 5. | following directions | | |
| 6. | enjoying and retelling stories | | |
| 7. | enjoying and reciting poetry | | |
| 8. | his or her feelings of self-worth | | |
| 9. | selecting his or her own activities | | |
| 10. | problem-solving skills | | |
| 11. | finishing tasks | | |
| 12. | observational skills | | |
| 13. | ability to draw conclusions | | |
| 14. | ability to express a thought in a complete sentence in a conversation | | |
| 15. | attitudes towards school | | |

TEACHING & LEARNING

# DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

## Directions for Administering the Auditory Reception Test

Enclosed please find test answer sheets. There are 30 items, listed below, which you are to read aloud to your class. Have the students place an X next to each item if he believes it to be TRUE (or YES), and an O if he believes it to be FALSE (or No). If a student does not know the answer, have him leave it blank.

Please do not give any coaching!

Here are the items. Please read each one twice. This is not a speed test. Allow enough time for all students to finish answering before going on to the next item.

Thank you.

(Please indicate each child's sex and grade on his answer sheet).

1. Do dogs eat?
2. Do dogs fly?
3. Do trees fly?
4. Do babies drink?
5 Do babies cry?
6. Do bicycles eat?
7. Do dresses sing?
8. Do children climb?
9. Do cats bark?
10. Do bees sting?
11. Do people marry?
12. Do bananas telephone?
13. Do ants crawl?
14. Do eagles paint?
15. Do bricks float?
16. Do hatchets chop?
17. Do dials yawn?
18. Do logs burn?
19. Do sidewalks sprinkle?
20. Do penguins waddle?
21. Do pincushions cheer?
22. Do sausages frown?
23. Do flowers bloom?
24. Do parachutes paddle?
25. Do scouts signal?
26. Do clowns tumble?
27. Do bugles camouflage?
28. Do chimneys relax?
29. Do magicians entertain?
30. Do barometers congratulate?

TEACHING & LEARNING
RESEARCH CORP

DEVELOPING THE GROWTH POWER OF PUPILS IN GRADES K-2

AUDITORY RECEPTION TEST ANSWER SHEET

Child's Sex__________________Grade__________________Date__________________

1.________________
2.________________
3.________________
4.________________
5.________________
6.________________
7.________________
8.________________
9.________________
10.________________
11.________________
12.________________
13.________________
14.________________
15.________________
16.________________
17.________________
18.________________
19.________________
20.________________
21.________________
22.________________
23.________________
24.________________
25.________________
26.________________
27.________________
28.________________
29.________________
30.________________

TEACHING & LEARNING

# FAMILY LIFE INCLUDING SEX EDUCATION

## TEACHER QUESTIONNAIRE

---

Teacher's Name ______________________________

School ______________________________

Date ______________________

---

1. How many years, including 1970-71, have you taught? ______________

2. How many years, including 1970-71, have you taught in the Family Life Program? ______________

3. Currently, how many classes per week do you conduct in Family Life? ______

4. What grades? ______________

5. Please rate the program, from your own vantage point, along the following lines by circling the most appropriate answer:

| | Not Effective | Moderately Effective | Very Effective |
|---|---|---|---|
| a) Provides necessary sexual facts and information. | - | - | - |
| b) Instills healthy attitudes towards sex. | - | - | - |
| c) Enhances student's peer relationships. | - | - | - |
| d) Fosters healthy relationships with siblings. | - | - | - |
| e) Encourages desirable family attitudes. | - | - | - |
| f) Provides necessary drug information. | - | - | - |
| g) Instills desirable attitudes towards drugs. | - | - | - |
| h) Provides a better understanding of human development. | - | - | - |
| i) Prepares children for a healthier adulthood. | - | - | - |

TEACHING & LEARNING

FAMILY LIFE INCLUDING SEX EDUCATION (continued)

TEACHER QUESTIONNAIRE

| | Not Effective | Moderately Effective | Very Effective |
|---|---|---|---|
| j) Increases children's chances of eventually making a happier marriage. | - | - | - |
| k) Prepares children for becoming better parents. | - | - | - |

6. Please give your overall evaluation of the strengths and weaknesses of (and recommendations for changing) the program.

TEACHING & LEARNING

## FAMILY LIFE INCLUDING SEX EDUCATION

## PRINCIPAL'S QUESTIONNAIRE

---

Principal's Name________________________________________

School______________________________________________

Date__________________________

1. How many teachers do you have participating in this program?

   a) Currently teaching______________

   b) Currently being trained__________

   c) Trained but not currently teaching in the program__________

2. How many Family Life classes per week are conducted?____________________

3. What grade levels are these?________________________________________

4. Please rate the program in your school along the following lines by circling the most appropriate answers:

| | Not Effective | Moderately Effective | Very Effective |
|---|---|---|---|
| a) Provides necessary sexual facts and information. | - | - | - |
| b) Instills healthy attitudes towards sex. | - | - | - |
| c) Enhances student's peer relationships. | - | - | - |
| d) Fosters healthy relationships with siblings. | - | - | - |
| e) Encourages desirable family attitudes. | - | - | - |
| f) Provides necessary drug information. | - | - | - |
| g) Instills desirable attitudes towards drugs. | - | - | - |
| h) Provides a better understanding of human development. | - | - | - |

## FAMILY LIFE INCLUDING SEX EDUCATION

## PRINCIPAL'S QUESTIONNAIRE

| | Not Effective | Moderately Effective | Very Effective |
|---|---|---|---|
| j) Increase children's chances of eventually making a happier marriage. | - | - | - |
| k) Prepares children for becoming better parents. | - | - | - |

6. Please give your overall evaluation of the strengths and weaknesses of (and recommendations for changing) the program.

TEACHING & LEARNING

## FAMILY LIFE INCLUDING SEX EDUCATION

## PARENTS' QUESTIONNAIRE

Date:____________________

Your child's sex____________________

Your child's grade____________________

Your child's school________________________________________

---

Please check the most appropriate answer:

| How helpful is the Family Life Program in helping children: | Not Helpful | Somewhat Helpful | Very Helpful |
|---|---|---|---|
| 1. Learn necessary facts about sex? | _ | _ | _ |
| 2. Learn healthy attitudes towards sex? | _ | _ | _ |
| 3. Understand their bodies better? | _ | _ | _ |
| 4. Come to know what it means to be a normal man or woman? | _ | _ | _ |
| 5. Learn about the dangers of drug abuse? | _ | _ | _ |
| 6. Get along better with people of their own age? | _ | _ | _ |
| 7. Get along better with their brothers and sisters? | _ | _ | _ |
| 8. Get along better with their parents? | _ | _ | _ |
| 9. Face growing up with more confidence? | _ | _ | _ |
| 10. Develop healthy attitudes towards dating? | _ | _ | _ |
| 11. Develop healthy attitudes towards marriage? | _ | _ | _ |
| 12. Improve their chances of becoming better parents themselves someday? | _ | _ | _ |

## FAMILY LIFE INCLUDING SEX EDUCATION (continued)

## PARENTS' QUESTIONNAIRE

Answer the following questions by circling "yes" or "no."

13. I am satisfied with my child's Family Life Education program. YES NO

14. I would like my child to have such a program throughout his school life. YES NO

15. Boys and girls need an equal amount of Family Life Education. YES NO

16. Boys and girls should be taught these things in separate classes. YES NO

17. Students should be taught these things by teachers of their own sex. YES NO

18. There are features of the program I would like to see changed. YES NO

If "yes," please describe: ____________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

TEACHING & LEARNING

## FAMILY LIFE INCLUDING SEX EDUCATION

## TEACHER QUESTIONNAIRE

Teacher's Name

School

Date

1. How many years, including 1970-71, have you taught?
2. How many years, including 1970-71, have you taught in the Family Life Program?
3. Currently, how many classes per week do you conduct in Family Life?
4. What grades?
5. Please rate the program, from your own vantage point, along the following lines by circling the most appropriate answer:

| | Not Effective | Moderately Effective | Very Effective |
|---|---|---|---|
| a) Provides necessary sexual facts and information. | - | - | - |
| b) Instills healthy attitudes towards sex. | - | - | - |
| c) Enhances student's peer relationships. | - | - | - |
| d) Fosters healthy relationships with siblings. | - | - | - |
| e) Encourages desirable family attitudes. | - | - | - |
| f) Provides necessary drug information. | - | - | - |
| g) Instills desirable attitudes towards drugs. | - | - | - |
| h) Provides a better understanding of human development. | - | - | - |
| i) Prepares children for a healthier adulthood. | - | - | - |

FAMILY LIFE INCLUDING SEX EDUCATION (continued)

TEACHER QUESTIONNAIRE

| | Not Effective | Moderately Effective | Very Effective |
|---|---|---|---|
| j) Increases children's chances of eventually making a happier marriage. | - | - | - |
| k) Prepares children for becoming better parents. | - | - | - |

6. Please give your overall evaluation of the strengths and weaknesses of (and recommendations for changing) the program.